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ABSTRACT

This document consists of all of Volume 7 (26 issues) of the journal, "The Hispanic Outlook in Higher Education," a biweekly journal that addresses issues in higher education for Hispanic Americans. Each issue presents several feature articles, a policy update called "Outlook on Washington," and a sample student success story. Major articles address the following topics: public relations, the Mexican American cultural mosaic, summer internships at the J. Paul Getty Trust, the high school drop-out rate for Hispanics, diversity as a key to college growth, research and Latinos, how culture affects behavior, student recruitment, internships and scholarships offered by Hispanic business organizations, Hispanics in the military academies, Latino voting power, Hispanics in science, the Mexican folk healing of curanderismo, Latino underrepresentation in government, community colleges, Latina women and American culture, summer institutes, recruiting Latinos into the field of statistics, outreach programs, faculty recruitment, service learning, rewards for teaching excellence, Hispanics in medical school, the Hispanic Policy Development Project, the Julian Samora Research Institute, the Center of Mexican American Affairs, recruitment of Puerto Rican youth, mentoring, Chicano art, advocacy, vocational education, a diverse healthcare workforce, ballroom dancing, women in higher education, the Latina dropout crisis, the Hopwood ruling, early lives of Hispanic American Ph.D.s, recruiting minority teachers, faculty relationships, the American Council on Education, K-12 education of Latino students, Black/Hispanic relations, Latino USA radio, the electronic university, the Internet, the Dominican Studies Institute, financial aid, community colleges and diversity, the best colleges for Hispanics, Latin American Studies programs, telecommuting students, immigration, media preference and cultural identity, nature-based medicinals, Inter-American University (Puerto Rico), bilingual/bicultural student relationships, mentoring in science, paying for college, College Board survey trends, futurism, California State University

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at Monterey Bay (CSUMB)-from military fort to visionary oasis, the Educational Testing Service, access to graduate study, the year 2000 census, sports, museum careers, the classroom environment, gifted minority students, bilingual teachers, and Hispanics in the Law. (DB).

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THE HISPANIC Outlook IN HIGHER EDUCATION

1995-96

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Hispanic Outlook in
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National Urban Fellows, Inc. **Rolando Hinojosa-Smith** **Public Relations** **Carlos Rafael Rivera**

AUGUST 30, 1996
VOLUME 7 • NUMBER 1

THE HISPANIC Outlook IN HIGHER EDUCATION

Bringing Diversity Behind the Scenes

Geneseo

State University of New York at Geneseo

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Commission Calls for End to Segregation of Latinos in Poor Schools

by Ines Pinto Alicea

President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans is calling on the federal government to end the segregation of Latinos in poor schools and to ensure that state and local governments equitably allocate funding to public schools with large numbers of Latinos.

"Unfortunately, too many Hispanic leaders of the future still attend segregated and dilapidated schools with limited and inadequate resources," said a recently released report by the commission. "In those schools, cultural and language differences are exacerbated by overcrowded classrooms and teachers who are inadequately prepared to appreciate Hispanic culture and effectively instruct Hispanic Americans."

The report, entitled *Education, The Economy and Hispanic Americans: On The Fault Line*, is unprecedented because it provides the most thorough overview ever of education programs available to Latinos through all of the federal agencies and provides a means to monitor federal responsiveness to Latino needs in the future, said the commission.

"What is important about the report is the fact that it has been asked for by the president and will have his ear," said Janice Petrovich, program officer for education and culture at the Ford Foundation in New York and also a commissioner.

The commission made a number of recommendations, including:

- ⋆ Strengthen the office supporting the commission so the office can manage the implementation of the recommendations.
- ⋆ Actively cultivate preschool education for Hispanic Americans.
- ⋆ Empower all teachers to deal effectively with multicultural populations and linguistic minority students by assuring that they receive appropriate skills and knowledge through professional development training programs.
- ⋆ Monitor federal interagency coordination to maximize the delivery of services and the pooling of resources regarding Hispanic initiatives.
- ⋆ Develop comprehensive long-term strategic plans that monitor student progress from preschool through postsecondary learning with a specific focus on substantially decreasing the high school drop-out rate and attrition in postsecondary schools.
- ⋆ Support two-way bilingual education programs for language minority and majority children.
- ⋆ Target community-based efforts to link business, industry, and certain social institutions with school systems and postsecondary institutions, and thus to involve students in apprenticeship and mentoring opportunities, and adults in workplace literacy and job training programs.

"The federal government has to be more inclusive of the Latino agenda," said Hector Garza, director of Office of Minorities in Higher Education of the Washington-based American Council on Education. Garza was not on the commission but has been following the group's work. "I don't think the federal government has done enough for the Latino community."

President Clinton assembled the commission, composed of 24 education, civil rights, and business leaders, after signing an executive order in February 1994 that committed more federal attention and resources to improving educational opportunities for Hispanic students, particularly in federal education programs. He asked the commission to find ways to eliminate educational inequalities and disadvantages, eradicate unintended regulatory barriers in federal education programs, foster public and private partnerships, and improve outreach to school districts, higher education institutions, and federal agencies.

"I don't believe the report will be a panacea, but it does present the true state of Hispanic education," said the new chair of the commission, Ana Margarita Guzman, vice president of Cypress Creek Campus Development at Austin (Texas) Community College. "What is important is what the commissioners will do to make the recommendations a reality. The report is only the beginning. We have a lot of work ahead of us."

Many of the report's key findings on educational attainment reflect what other studies have chronicled about Latinos in the past. Among the findings were that Hispanics scored significantly lower in measures of math and reading skills, were enrolled at higher proportions below their grade level, dropped out of high school at much higher rates and earlier than did other students, graduated from college at lower rates and had higher adult illiteracy rates than did any other group. Moreover, the report found that more than 40 percent of all Hispanic American students enrolled in higher education are enrolled in two- and four-year Hispanic-Serving Institutions (HSIs), colleges and universities where the student population is more than 25 percent Hispanic. There are only about 125 HSIs in the country out of 3,000 institutions of higher education in the United States and Puerto Rico, said the report.

"...If national leaders choose to ignore the present conditions of Hispanic Americans—conditions that prohibit the full development of human potential...the nation is essentially not benefiting from the full intellectual, moral, and spiritual strengths of a major segment of the American population," the report said.

The report, however, is unique in that it provides a picture of the level of Latino participation and the amount of funding allocated to Latinos in the various education programs all of the federal agencies offer, not just the U.S. Department of Education. The report also provides an overview of Latino employment in the federal agencies.

"It is important so you can hold people's feet to the fire," said Petrovich. "Through the years, you will be able to tell if [the federal agencies] are collecting data on how they are serving Hispanics. This population is still not being dealt with appropriately."

Alfred Ramirez, the executive director who serves the commission, said that gathering such information was a huge undertaking because many of the federal agencies did not maintain data on the populations participating in their programs

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National Urban Fellows Celebrates 27 Years of Leadership

by Joyce Luhrs

Since 1969, National Urban Fellows, Inc., has trained minority men and women to occupy leadership and policy-making positions in the United States. Created as a cooperative venture of Yale University, the National League of Cities, and the U.S. Conference of Mayors, the organization has experienced the ups and downs of many initiatives developed in the '60s when enthusiasm and money fueled social reforms. Luis Alvarez, now president of the Fellows program for two decades, is credited with rebuilding the organization when funding began to ebb. As former CEO of ASPIRA of America and an alumnus of the National Urban Fellows program, Alvarez had the vision and foresight to help the organization grow and prosper again.

"I resuscitated the organization," Alvarez said. "The founder and my predecessor, Frank Logue, went on to become mayor of New Haven. At the time, the organization was officially affiliated with Yale University and low on money, and I moved it to New York City."

Under Alvarez's leadership, the flagship program, the National Urban Fellows, expanded and merged to form the National Urban/Rural Fellows (NURF) program. Two other programs were added—the Corporate Executive Fellow program and the Environmental/Science/Management Fellowship.

When asked about his success with NURF, Alvarez pointed to the very disciplined management approach that he implemented.

"We've been able to successfully raise the necessary funding. We are very judicious about financing and very creative on building the existing program. More importantly, there's a huge reservoir of talented young people out there."

National Urban/Rural Fellows Program

The flagship program of the organization remains the National Urban/Rural Fellows program. The goal of the program is to increase the number of female and minority executives in the public policy, government, and nonprofit sectors. The NURF program is a 14-month leadership fellowship that combines graduate work and field experience in the form of a mentorship, leading to a master's degree in public administration from Bernard M. Baruch College of the City of New York. Participants are post baccalaureate, mid-career professionals who want to advance in a career in public administration.

> ***"I was at the highest level of decision-making by virtue of my fellowship...I was part of making a difference in this country at a very young age."***
>
> **Alfred Ramirez, NURF alumnus**

Candidates for the program demonstrate a background in public policy, a strong undergraduate record, and leadership abilities, and they must have at least three to five years of management administrative experience in the public sector. The program encourages women and traditionally underrepresented individuals to apply. While the major source of funding for the program comes from mentor contributions, an additional $700,000 to $800,000 is raised through corporate contributions.

Fellows start the program in June on the Baruch campus, continuing with nine-month mentorship assignments as special assistants to senior executives across the country in a major public, nonprofit, or city agency. Fellows are matched with mentors, with each fellow selecting his or her top seven choices from the mentor pool, and the mentors, in turn, doing the same based upon the biographical files available. A telephone or personal interview is also part of the process.

With an alumni network of 615, former fellows can be found at all levels of government. As the assistant director of admissions and minority recruitment at Columbia College of Columbia University, Alfred Ramirez knew he wanted to pursue a career in public service. A good friend who had gone through the program encouraged him to apply, and after two years of thinking about it, Ramirez felt the time was right to pursue graduate studies.

As a fellow in the class of 1995, Ramirez was placed as special assistant with then San Antonio Mayor and City Manager Henry Cisneros. He put the theory he learned in the classroom into practice doing policy analysis and research, attending meetings, and serving on different boards and commissions. Ramirez got everything he wanted out of the program.

"I wanted the theory and the practice, and the Urban Fellows provided that," said Ramirez. "There was a nice mix of people in the program who came from the public sector and the business environment. Everyone had something in common because they were concerned about social issues and social policy."

Among the pluses of the program described by Ramirez were the life experiences and backgrounds of his classmates, which he viewed as a significant asset.

"You had people who had a variety of experiences. In almost every instance, you had someone who had lived the text. It was also a diverse group—ethnically and geographically as well as gender-wise."

Ramirez believes that the program changed his life in very large ways. He remains good friends with his mentor to this day. In the mentor-fellow relationship, he found immediate results.

"I was at the highest level of decision-making by virtue of my fellowship. I was involved in high-level discussions and decision-making. Also, I was working with someone who was already recognized as a national leader. And, I was part of making a difference in this country at a young age," said Ramirez, who was 26 when he started the program.

He continued and noted that the leadership principles that he learned and the access he had to the network of alumni have been very beneficial. As director of the White House Initiative for Hispanic Education, Ramirez has remained involved in the program. Last year when NURF tried to establish a fellowship at the HUD office, Ramirez navigated the paperwork and got it through by calling HUD's chief executive officer, Henry Cisneros.

Ramirez believes the program helped him prepare for the unknown. "It's important to develop lifelong learning skills. We need to learn so that we can teach, and teach so that we can learn. When you get a program like NURF, it's a phase in the process because the intention is that you are learning so that you can become a public servant."

Ramirez used the word "investment" to describe the program. "What people don't realize is that it's a free master's degree—no tuition. You have a wonderful opportunity to complete master's level work for free, practice it as you're learning, and apply what you already know."

The mentors, in turn, have an investment in their fellows. They pay to the organization a fee for each fellow placed with them. From this, the fellows receive a monthly stipend for a total of $19,000 for the entire 14 months to cover living expenses in addition to full payment of tuition, relocation allowance, and reimbursement for program-related travel expenses.

Another former fellow in the first class of 1970 and a mentor for many years—Adolfo Echeveste—described the NURF program as a career catalyst for him from the beginning to his current position. As a fellow with placement in two sites—the City of Phoenix and the State of Arizona Personnel Department—he wrote an application grant to the U.S. Department of Labor resulting in a grant to the state personnel department to help them revamp and modernize the classification system. When he graduated from the program, the personnel director offered him a job to implement the grant.

Echeveste later became a mentor in 1978, when he became director of the Social Services Department of the Maricopa County Government, a department he helped establish. He immediately set up a budget line for a fellow, and every year afterwards, he has had at least one fellow in his office. When he moved up the ladder and became the assistant county manager of the Maricopa County Health Services Department, he budgeted for two fellows, and over the course of his career in government, he has mentored almost 20 fellows.

As a mentor, Echeveste told fellows they were in a program for up and coming public administrators. They weren't going to be treated like college students.

"If they were to succeed in public administration, they needed to become responsible for their behavior. They needed to exhibit leadership, take hold of a project, take ownership, and demonstrate their interest, their commitment, and their ability to perform a job professionally on their own without anyone to look over their shoulder. As leaders, they weren't going to have or need anyone looking over their shoulders to hold them accountable."

Under his wing, fellows could focus on anything that interested them.

"I would lay out a whole menu, and I would send them out through the entire organization. I would develop an orientation for them, exposing them to everything, and at the end, I would tell them my list of priorities and what I needed taken care of that year. Then, I would ask them to select what they felt was of interest to them."

The Future

The work of National Fellows, Inc., is not done. Alvarez stated that more needs to be done about healthcare finance and about developing ethical, committed leadership from diverse segments of our society, which, as he pointed out, is the emerging community in the United States.

"We need to work on establishing fellowships to train people in public policy and telecommunications, particularly minorities. We're not on the superhighway; we're not even on the ramp."

Public Relations Emerges as a Career Path for Hispanics

by Miriam Rinn

Government needs it. Corporations swear by it. Nonprofit organizations couldn't exist without it. It is public relations, a field that has come into its own in the second half of the 20th century. According to industry insiders, the doors are wide open for Hispanics and other minorities to communicate a particular message or set of messages to a designated public. In fact, the current president of the Public Relations Society of America is a Latino, Luis Morales.

Approximately 125,000 people work in public relations, or "PR," estimates Steve Erickson, APR, spokesperson for the Public Relations Society, and although advertising can be a form of public relations, "in PR, you tend to use other media and work through the editorial side." While the advertiser controls the entire content of the message, the public relations specialist depends on the cooperation of the broadcaster or journalist who will be disseminating the message. Rather than buying a billboard or block of radio time, a PR professional sends out the most interesting possible press release and hopes for the best.

"It's a profession that works to align a corporation's [or institution's] goal with that of its public," Erickson says, and good PR people counsel their companies to line up their corporate policies with their audiences. A PR professional also brings information in to the organization, as well as sending it out, Erickson says, and that's where Latinos and other members of minority groups can be especially useful. Hispanics and African Americans and Asian Americans have the deep understanding of their communities that can be essential when planning a change in policy or new marketing campaign.

Aida Levitan's first public relations job was doing just that, bringing information about the Hispanic community in to the Miami police department. Then she turned around and, as the City of Miami Director of Information and Visitors, sent out the message that Miami is a great place to visit. Both Levitan and her husband and partner, Fausto Sanchez, were born in Cuba, and Levitan arrived in the United States when she was only 14.

Levitan's original goal was to be a college professor, and she earned a Ph.D. in Spanish literature at Emory College. Academic jobs were far from plentiful in the '70s, though, and she took a position teaching Spanish to Miami police officers. That led her into the field of public relations.

Levitan, winner of PRSA's Multicultural Excellence Award, is now a partner with her husband in Sanchez & Levitan, a full-service advertising/PR firm in Miami, listed by *Hispanic Business* magazine as one of the 100 fastest growing Hispanic companies in the country. Their clients include Benihana, Coca-Cola USA, the Florida Lottery, and Metro-Dade.

Most of the agency's work is done in Spanish, but "a person must be truly bilingual," Levitan believes, to be successful. San Antonio is a more bilingual Hispanic market than is southern Florida or California, for instance, and PR people have to be able to communicate with all Hispanic communities. Levitan is a believer in classic Spanish, the form that is most likely to be recognized by Spanish-speaking peoples from all over. Regional slang or Spanglish always risks being misunderstood by people from a different part of the country.

She feels strongly that young people who are interested in a career in public relations should focus on their writing skills. "I encourage students to take strong literature and writing courses. They should be taking advanced grammar courses." Critical thinking is crucial also, for a PR professional must be able to understand the message to be disseminated.

"Communication, and writing especially, is the base skill," Erickson agrees. "A good liberal arts degree [will work], because you're not just communicating—you're counseling. A good sense of business is also important."

English, journalism, and communications are the traditional majors that

Aida Levitan, partner, Sanchez & Levitan

PR specialists study in college. According to the Dow Jones Newspaper Fund, 60 per cent of the journalism/mass communications graduates who took full-time public relations jobs in agencies or corporate PR departments had specialized in public relations at the colleges they attended; 12.7 per cent had specialized in news-editorial journalism; and 7.3 per cent had specialized in broadcast journalism.

> **"I'm a people person. That's why I want to work in PR."**
>
> **Number One misleading statement about the PR practitioner.**
>
> ***The Public Relations Society of America has for many years promoted its national accreditation program, offered professional development seminars for its members, and subscribed to a Code of Ethics for the practice of the profession.***

But part of public relations' appeal is that oftentimes, it is a field that requires no specific preparation. Unlike accounting or medicine or computer repair, anyone with creativity, strong communications skills, and an engaging personality can learn to do public relations work. For example, a biology or chemistry major with a strong scientific background might find him- or herself doing public relations for a pharmaceutical company. It is not uncommon for public relations to attract the core of its professionals from a wide variety of academic disciplines.

"I have been in college PR since 1970, and a lot of people have come from all sorts of fields," says Richard D. Nirenberg, director of college relations at William Paterson College. Along with Erickson, Nirenberg has seen more and more women enter the field, and he believes it's an excellent area for Hispanics and other minorities. Unfortunately, according to Nirenberg, few minority applicants express interest in the available jobs. Although WPC has searched vigorously for Hispanic and African-American candidates for its public relations department, it has had difficulty finding people who are interested in working at the New Jersey school. "It's fun work, it's collaborative," and the point of view of Hispanics or other minorities would be most useful and valued, Nirenberg insists, wondering why more don't apply when jobs are advertised.

One reason might be that public relations, like journalism or other forms of media, is not extravagantly high paying. Although a person can make a good living, salaries in business or the professions are significantly higher. Immigrant parents who have sacrificed to send children to college tend to have a bottom-line approach to education, and they often urge their sons and daughters to go into more lucrative fields.

One avenue that appeals to young Latinos is entrepreneurship, opening bilingual public relations agencies. Levitan urges caution, however. "There is a need for existing agencies to merge and solidify," and it might be wiser to join an existing agency.

Most public relations practitioners advise students who are interested in public relations to try an internship with a public relations department or agency while they are still in college. These internships might offer little or no pay, but they are valuable training experiences and often lead to full-time positions.

continued from page 4

according to race or ethnicity. An interagency task force of senior federal employees that served as the staff for the commission and as commission liaisons to each of the federal agencies helped in gathering the information. Thirty-one federal agencies responded, he said. The commission then asked the agencies to develop plans on how they would keep better data in the future and improve their responsiveness to Latinos.

"The emphasis is on how we can improve conditions rather than blame," said Ramirez. "That's the high ground we are taking."

Based on the data gathered, the commission cited a number of exemplary programs that federal agencies sponsor. Among them were:

- The U.S. Department of Commerce offers summer internships to Hispanic students, many of whom get offered permanent jobs after their stint.
- The U.S. Department of Energy sponsors a science camp to introduce Hispanic elementary school students to science.
- The U.S. Department of Health and Human Services sponsors a program to boost the numbers of Latino faculty members in health professions at universities.
- NASA has faculty exchanges and research projects with a number of Hispanic-Serving Institutions.

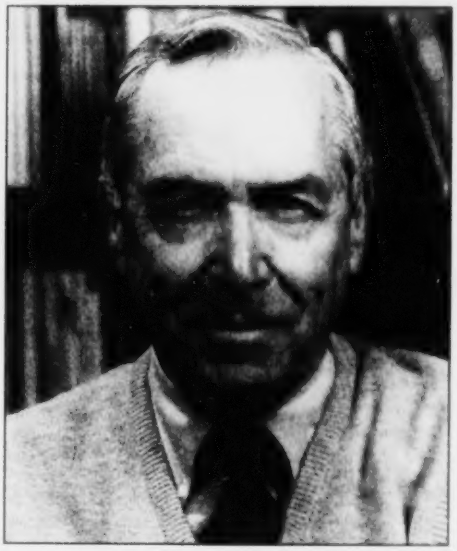
"What the public will find surprising is the number of programs that exist that they didn't know about," said Ramirez.

The path leading to the release of the report has been difficult for the commission. It's former chairman, Raul Yzaguirre, president of the National Council of La Raza, resigned in April in frustration and anger. In his resignation letter to President Clinton, Yzaguirre said that the commission would be unable to rise above the bureaucratic morass and partisan politics to deliver a substantive and independent report.

But, the commissioners are standing by their report. "It's a hard-hitting report," said the current chair, Guzman. "It's just that some people work for change outside of the infrastructure. That's how Raul works best. He never adjusted to working on the inside."

Rolando Hinojosa-Smith

by Jana Rivera



In the small Texas town of Klail City, created by poet, novelist, and teacher, Rolando Hinojosa-Smith, the Mexican and Anglo cultures collide and blend, yet somehow remain autonomous.

Hinojosa, a professor at the University of Texas at Austin, began the Klail City Death Trip Series with the publication of *Estampas del Valle y otras obras* by Quinto Sol Publications in 1973, which won the Quinto Sol Prize for best novel. Since then, he's written more than 11 books set in the dusty Texas town and will probably have another finished before this article goes to print.

Hinojosa's books cover generations of Mexican American families in no particular order—a mosaic of lives interwoven through history and bound together by the borders and experiences of the Rio Grande Valley. With insight and great humor, Hinojosa depicts a place and characters unique in American literature, yet he gives them universal appeal. They grapple with sons and brothers at war, love and sex, weddings and funerals. And, in this region of wealthy powerbrokers and small-town politics, ranchers and landowners, Hinojosa subtly writes of racial relations and barriers.

Klail City, says Hinojosa, is much like the real Rio Grande Valley town of Mercedes, population about 6,000, where Hinojosa was born in 1929. His roots in the valley run deep. His father's ancestors moved north of the Rio Grande in 1749, and his mother's family was the first Anglo family to move into the town. All four of his siblings married and stayed in the Rio Grande Valley.

Hinojosa describes life in this tiny town only two or three miles from the Mexican border as a "nice, quiet, rural life" filled with books and reading.

He credits his interest in literature to his mother, a teacher, and his father, a farmer and the town's only policeman, who were both avid readers.

"She read to him and he read to her—aloud," Hinojosa says. "I'm the fifth one of five [children], and I thought everybody in the world read."

Hinojosa's childhood reading of great humorists—like S.J. Perelman, Robert Benchley, and Dorothy Parker—evidently helped cultivate his own satirical wit and ironic sense of humor, which fill the pages of his work and make them a joy to read. As a child, he also read a great deal of Mexican Literature—"19th and 20th century novels mostly. It was almost like a shark with no natural enemies," Hinojosa says. "Whatever Dad brought home to read, we just devoured it."

Today Hinojosa continues his reading habit and is still inspired by comic writers such as Evelyn Waugh and Anthony Powell. Hinojosa also remembers the influence of the only two high school English teachers in Mercedes. In fact, he started his writing career at 15, submitting essays and short stories to contests held by his junior English teacher. She must have thought he held promise, because she saved five pieces of his early work.

"I got the bug to write in high school," Hinojosa says, "but then the Army interfered. But in the Army I did a lot of reading. That was a big help."

After leaving the Army, Hinojosa decided that he wanted to teach and pursued a B.S. degree at the University of Texas at Austin and went on the get his Ph.D. at the University of Illinois. It was during this period that Hinojosa also decided to get serious about writing.

"I think I'm like most writers. You begin early, then you fool around, and then you come back to it and get stuck to it," Hinojosa says with an easy chuckle in his words. "Rivera did the same thing," he says of his close friend and colleague, Tomas Rivera, who died in 1984.

Because he comes from a region and a family where two cultures come together, it makes sense that Hinojosa writes in two languages. He says he has no preference for one over the other.

"I'm just thankful that I get an idea," he says, "and I really don't care in what language the idea first appears. It depends on the place or the people maybe—I really don't want to go into it because I really don't know myself. If a phrase comes to me in English, then I'll start the novel in English. If it comes in

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Saint Michael's College, a Catholic liberal arts and sciences college in the greater Burlington area of Vermont, invites applications for a tenure-track position in Latin American history at the assistant professor level, beginning August, 1997. Field of specialization is open. The successful candidate will offer general survey courses on the colonial and modern eras, as well as upper-level courses in his/her area(s) of specialization. Normal course load is three per semester. A commitment to excellence in undergraduate teaching and to scholarly research is expected. Ph.D. completion by August, 1997 is expected. Send letter of application, c.v., and three letters of recommendation by November 15, 1996 to:

Prof. Douglas Slaybaugh
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Winooski Park
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Spanish, then..." Hinojosa does translate work from one language to the other but says he takes some liberties in doing so.

"It is more like recasting the work," he says. "I want to save the flavor instead of doing a direct translation."

Although many of the major publishing houses are now interested in Spanish-language books, Hinojosa says it wasn't always the case. He and many of his colleagues started out with small presses willing to consider Chicano literature. Often described by others as a "Chicano writer," Hinojosa describes himself simply as a writer.

"It is just part of American literature," says Hinojosa, "like Asian American literature, Black American literature and Native American literature. I don't mind it, but I don't go out there beating the drum.

"I think it is kind of self-defeating, like it's the only thing you can write. As a writer, I think you should have all the freedom to do whatever."

In the beginning, around the late '60s, says Hinojosa, when he and colleagues were trying to get published, he was considered a voice for Chicanos. "At times one would be criticized because the writing wasn't political enough," he says. "Rivera and I and others said, 'we are writers—you can't tell us what to write or how to write.'"

Since his first novel was published in 1973, Hinojosa says he's learned a lot from constant reading and rewriting. "I will rewrite anything that I'm writing any number of times," he says.

In the Klail City series, Hinojosa's goal is to show a unique segment of American society in many places and in many phases of history—wars, working in the fields, factory hands, professionals—the whole gamut.

"The Mexican American society runs that gamut," he says, "from the very rich to the very, very poor. That comes out and is reflected in my work."

At the time of this interview, [illegible] ext book in the Klail City Death Trip Series, a detective story—a follow-up to *Partners in Crime*, published in 1985.

Thanks to top-notch writers such as Hinojosa, Chicano literature has now found a place within American literature on most college campuses. As the author of numerous articles, poems, and books, Hinojosa travels the country reading his work and speaking to students. He also currently teaches Chicano Literature and other topics in the English Department at the University of Texas at Austin, where he's been a professor since 1981.

If faced with the choice of writing or teaching, Hinojosa says he simply couldn't choose—he couldn't do one without the other.

CALIFORNIA STATE UNIVERSITY
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California State University, Los Angeles-Department of Psychology has a tenure track opening beginning September, 1997. Applicants should have an earned doctorate, potential for excellence in university-level teaching, and a demonstrated commitment to scholarly research. Candidates with expertise in one of the following areas will be considered: **(1)** Neuroscience, **(2)** Clinical/Community Psychology with a focus on cross-culture/ethnic minorities in mental health and **(3)** Human/Computer Interaction/Artificial Intelligence. Teaching ability, strength of research interests, and interest in mentoring students are essential qualities for the candidate. We are looking for individuals who can excite students about psychology and attract them to their research specialization. The Psychology Department offers bachelor's and master's degrees and serves an ethnically diverse urban population. Candidates must be committed to working with a culturally and ethnically diverse student body. Salary commensurate with qualifications. Women and members of underrepresented groups are strongly encouraged to apply. Send a cover letter, curriculum vita, reprints or preprints, and three letters of recommendation to the **Faculty Recruitment Committee, Department of Psychology, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032-8227.** Deadline for applications is December 31, 1996 and review of applications will begin immediately.

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Bringing Diversity Behind the Scenes

by Amelia Duggan

Nearly 100 students from the Los Angeles area participated in a special multicultural internship program this summer offered through the Getty Grant Program. The internships provided training for students who are of African American, Asian, Hispanic, Native American or Pacific Islander descent, groups typically underrepresented in the staffing of most museums and other cultural organizations. Students organized art exhibitions, taught children in galleries, researched and cataloged works of art and helped conserve rare objects.

According to Deborah Marrow, director of the Getty Grant Program, the internships are designed to open doors to career possibilities while providing staffing for Los Angeles museums and art centers. This summer alone, the Getty Grant Program has given more than $320,000 to local cultural organizations, enabling them to offer paid internships to college undergraduates for a ten-week period.

> **"This experience has been inspirational for me. I've met so many people and it's been so positive."**
>
> **Juana Alvarado,**
> **senior,**
> **California State University - Los Angeles**

"The internships exist very specifically to recruit new voices, perspectives and talents into museums, cultural and visual arts organizations," said Marrow. "These organizations appeal to a very diverse audience, but frequently their staffs do not reflect this diversity."

Marrow says that in its short four year history, the Getty Grant Program has proved to be enormously successful.

"The program became very successful, very quickly and has exceeded our expectations. So many outstanding students have become interns, many of whom have gone on to secure permanent positions with the organizations they served. This has been a learning experience not only for the students, but for the cultural organizations as well."

The Getty Grant Program is administered through the J. Paul Getty Trust in Los Angeles. Cultural organizations and museums must submit grant proposals to the organization, detailing the number of interns needed and the specific work to be performed. Once the grant recipients have been selected, the organizations then recruit college students to participate in the program. In addition, announcements are sent to all Los Angeles County colleges and universities detailing the internships and where students can apply. The organizations themselves have the final say in the hiring of the interns.

Included in the more than 70 visual arts organizations who are intern recipients are: the Armand Hammer Museum of Art, UCLA; the California Museum of Science and Industry; the Japanese American National Museum; El Pueblo de Los Angeles Historical Monument; the Museum of Contemporary Art; the Museum of Jurassic Technology; Plaza de la Raza; the Mexican Cultural Institute of Los Angeles and the Museum of Tolerance.

As part of their experience, interns are brought together four times during the summer to participate in some joint

Betsy Quick, director of education at the UCLA Fowler Museum of Cultural History, helps Claudia Leos, a UCLA student, design a children's gallery game during a summer internship program sponsored by the Getty Grant Program.

Photo credit: Robert Pacheco

programs. Among the activities is a one-day bus tour of local museums and organizations where the students can catch a glimpse of the inner workings of a wide variety of these cultural centers. There is also a career day featuring lectures from curators, educators and conservators discussing opportunities in the museum and visual arts fields. Students also spend time talking to staff behind the scenes to get a strong sense of the day to day responsibilities of a museum worker.

For Juana Alvarado, an art major at Cal State Los Angeles, the Getty Grant Program has been a wonderful experience.

"My internship has helped me discover what I want to do with my future," Alvarado said. "Working in the Education Center of the Skirball Cultural Center has made me realize that I would like to continue my studies and earn a master's degree in education. I would like to teach art the elementary or secondary level either within a museum framework or a school."

Alvarado's choice for an internship was somewhat unique. She applied and was selected as an intern at the Skirball Cultural Center of Hebrew Union College, which is a Jewish cultural center. When asked why this particular internship appealed to her, she said that she lives near a large Jewish community in suburban Los Angeles and she was very interested in the culture.

"I didn't know much about the Jewish culture and I wanted to broaden my own perspective," Alvarado said. "I especially like the core exhibition here which features artifacts and history tracing Jewish immigration from antiquity to America."

Alvarado appreciates the diversity of the programs offered at the organization where she interns. Among the Skirball Cultural Center's exhibitions is a simulated archeological dig, complete with archeological kits, where students have the opportunity to participate in an actual dig, dust off the artifacts and catalog them.

"I enjoy working with the students on the archeological digs," said Alvarado. "It really gives them a feel for what the experience is like and they learn so much about the different collections."

One of Alvarado's favorite projects this summer was her involvement in a tour of the cultural center by ESL students. At the time, the center was featuring the works of a local Mexican artist who was from a family of immigrants – a theme frequently explored by the organization. Alvarado was able to help with the translations needed in the description of the work and facilitated the experience for the students.

"The internships exist very specifically to recruit new voices, perspectives and talents into museums, cultural and visual arts organizations."

Deborah Marrow,
Director,
Getty Grant Program

Gabriella Rodriguez, a Cal Poly Pomona student from Whittier, measures a bust for collection records at the Los Angeles County Museum of Art as part of her internship sponsored by the Getty Grant Program.

Photo credit: Robert Pacheco

Overall, Alavarado says that her internship was wonderful.

"This experience has been inspirational for me. I've met so many people and it's been so positive. My only regret is that I didn't participate all along. I didn't learn about the program until my last year of college."

Students in the Los Angeles area who are interested in further information about the Getty Grant Program should contact the placement office at their college or university. Announcements of the internships are made in April before the new summer positions are made available.

Hispanic Music Student Among Best Young Composers in the Nation

Carlos Rafael Rivera, a music major at Florida International University, is one of ten college students from across the nation to win the BMI Student Composer Award. Rivera is the first FIU student to win this prestigious award.

Established in 1981, the BMI Student Composer Awards are regarded as one of the highest honors for young composers. In fact, 10 former winners of the award have gone on to win the coveted Pulitzer Prize in music. Among this year's winners are students from Harvard, the University of Michigan, and the Peabody Institute.

"This is the best reward for my soul. It's telling me to keep going," said Rivera, whose work, *Motet for 12 Singers*, was chosen from more than 700 entries. "There are such things as miracles, and they have been happening to me lately."

Last summer, Rivera's interpretation of *Tres Danzas Concertantes* by Cuban composer Leo Brouwer won him second place in the National Guitar Summer Workshop Classical Concerto Competition, the largest and most important event of this kind in the country.

"Clearly, Rivera is a talented musician," said Frederick Kaufman, chairman of FIU's Department of Music and Rivera's composition professor for the last two years. "I have judged that competition in the past, and I knew right away that Carlos had a very good chance."

The winning composition is a tribute to the Tibetan chant and the practice of Buddhism, said Rivera, 25, who is on full scholarship at FIU. The budding composer, who expects to graduate in December, is spending the summer performing, including participation in June in the Buffalo (N.Y.) music festival.

Hispanic Drop-Out Rate College Diversity Latino Research Miami Institute of Psychology

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THE HISPANIC Outlook IN HIGHER EDUCATION

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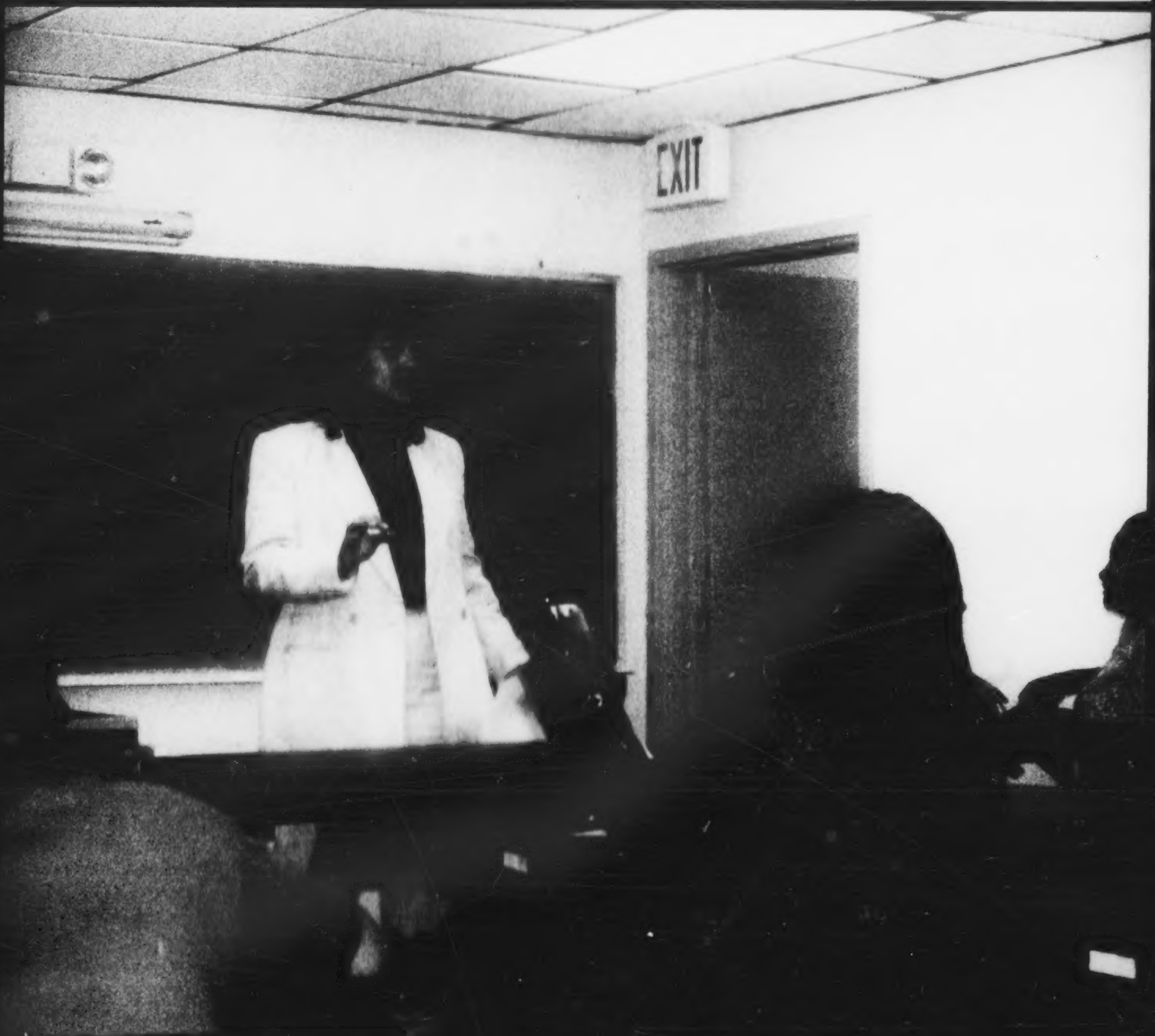

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Revisiting the Issues

by Ines Pinto Alicea

On the two-year anniversary of this column, we offer an update on some of the stories recently covered by *The Outlook*.

- A new history curriculum guide that drew fire from conservatives for being too "politically correct" was revised and released recently to a mixed welcome.

The guide, called *National Standards for United States History*, offers voluntary standards on what educators should be teaching about U.S. history in elementary schools. Historians were commissioned by the Department of Education and the National Endowment for the Humanities (NEH) to develop the standards following passage of Goals 2000, a program designed to ensure that students advancing to higher grades will have demonstrated competence in certains areas.

Conservatives criticized the original version, saying it excluded some white males traditionally given their due, like Thomas Alva Edison, in favor of a more prominent role for minorities and women in the document. Lynne Cheney, who headed the NEH when the $1.75 million grant for the project was approved in 1992, said the original standards offered a "warped view of American history" and that the criteria for including or excluding historical events or people were "politically correct to a fare-thee-well."

A panel appointed by the Washington-based Council for Basic Education revised the guide. The revised version omits the most criticized feature: the examples of classroom activities. The teaching examples will be published separately this sumer as classroom aids. The new version offers an expanded treatment of several subjects, including the role of George Washington, the Constitution and its Bill of Rights, and the Declaration of Independence.

While some conservatives like Diana Ravitch, a former Department of Education official, praised the revised version, others like Cheney wrote in a *New York Times* Op-ed piece that the revised version shows a liberal bias and that the guidelines are still "not a model for what we should be teaching in our schools."

- Nearly two years after a task force denounced the Smithsonian Institution for its "willful neglect" of the Latino community, the largest museum, research, and educational complex in the world has taken a large number of steps to rectify the situation.

Miguel Bretos, a counselor on Latino affairs to Smithsonian Secretary I. Michael Heyman, said the museum complex that celebrates its 150th anniversary this year continues to make progress. Some of the steps taken by the Smithsonian Institution so far include: a $1 million fund created specifically for Latino programming at the National Museum of American Art, the Hirshhorn Museum, the National Zoo, the National Museum of American History, the Archives of American Art, and the Center for Museum Studies, all in Washington, and the Cooper-Hewill National Design Museum in New York; designation of a special area in the Ripley Center in Washington for regular exhibits of the Latino community; and a collection of Latino art put together by the National Museum of American Art that is being shown at selected schools across the country.

Other projects are in the works, including a book of all Latino holdings in the United States to be published this year by the Archives of American Art, a division of the Smithsonian that documents all art in the United States. There will also be a major exhibit of Latino art by the Museum of American Art in 1998 and a major historical exibit of the Latino community at the National Museum of American History in the year 2000. Finally, bilingual signs will be developed for the National Zoo.

- While Congress continues to evaluate several "English only" measures, the U.S. Supreme Court will review a case this fall that found Arizona's "official English" amendment, approved in 1988, unconstitutional because it violates the First Amendment rights of state employees to free speech.

Several measures to make English the nation's official language are currently being considered by Congress. Most of the proposals would require that all government business be conducted solely in English and all public documents be in English. The exceptions would be some judicial proceedings and public health and safety services. Other "official English" bills that have been introduced would also ban bilingual education and bilingual ballots, but those measures have not received much support. Opponents of "official English" legislation say they believe that if "official English" legislation passes in Congress, it will be just a matter of time before bilingual ballots and federal funding for bilingual education are targeted by "official English" proponents.

The "official English" movement is not limited to the federal government. Twenty-three states have made English their exclusive language for public documents and public proceedings.

- The Republican Congress might not have succeeded in eliminating bilingual education so far, but they did drastically cut federal funds to programs. Moreover, they continue to work on eliminating bilingual education as soon as possible.

Even though the number of limited-English-proficient students grew 70 per cent from 1984 to 1993 to 2.7 million students, and is expected to reach 5 million by the year 2020, Congress voted to reduce the federal government's share of funding for bilingual education, forcing states to bear more of the financial burden. A number of Republican lawmakers in Congress want to eliminate the program and plan to continue trying when budget talks resume later this fall.

Rick Lopez, special assistant to the director of the Office of Bilingual Education and Minority Languages Affairs at the U.S. Department of Education, said federal funds for bilingual education were cut $128 million from $156 million.

continued on page 9

What to Do about the Hispanic High School Drop-Out Rate—Hispanic Drop-Out Project Takes the Lead

by Gary M. Stern

The Hispanic high school drop-out rate has become an American embarrassment, and finally attention is being paid to it.

Sen. Jeff Bingaman, a Democrat from New Mexico, in 1996 convened public hearings in California, Texas, and Florida on strategies to reduce the Hispanic high school drop-out rate and established a commission of eight well-respected scholars who are collaborating on the Hispanic Drop-out Project.

Department of Education statistics show the severity of the problem. Of the Americans aged 16 to 24 who drop out of high school, 11 percent are white, 13 percent are Black, and a whopping 30 percent are Hispanics. But there is cause for hope. Interviews with members of the Hispanic Drop-out Project reveal that innovative programs are making inroads into reaching Hispanics.

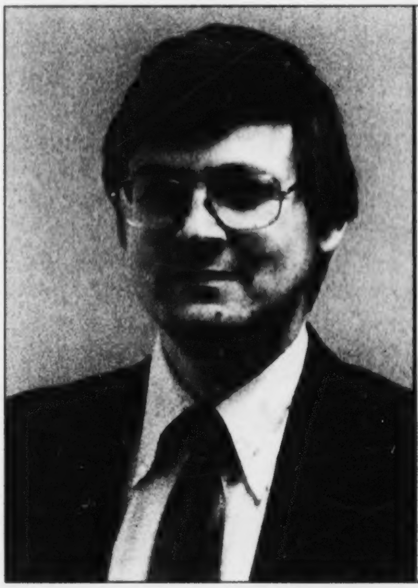
Emily Wurtz, senior policy advisor for education for Senator Bingaman, noted that "Not enough attention has been given to things that schools can do to motivate Hispanic students. There is a phenomenon described by Hispanics of being 'pushed out' of school." The Hispanic Drop-out Project should lead the way, she suggested, in identifying successful programs that are reaching Latino/a students to help stem the high drop-out rate.

Though many educators lump all Hispanic students together, each Hispanic ethnic group has a different educational orientation and a higher or lower pattern of graduating from high school. Department of Education statistics reveal that in 1995 the drop-out rate for Cubans in the United States was only 14 percent and for South Americans, 12 percent, but Dominicans dropped out at a rate of 26 percent, Mexican Americans, 34 percent, and Central Americans, 36 percent. Class and economic factors play a key role here as more Cubans and South Americans have joined the middle class and have raised their educational aspirations.

Dr. Walter Secada, director of the Hispanic Drop-out Project and professor of Curriculum and Instruction at the University of Wisconsin, also noted that early intervention with high school students contributes to reducing the high school drop-out rate. Fifty-eight percent of all Hispanics drop out at the ninth grade level, he noted. If students leave middle school and have low math and reading skills, they are much more likely to drop out. And if they have failed two grades, the odds of their dropping out double. He also asserted that "schools that are overcrowded and have inadequate physical plants created conditions under which dropouts increase, and Hispanics attend those schools in greater numbers."

Secada is trying to turn those statistics upside down: raise math and reading skills before ninth grade, intervene to help Hispanic students graduate from ninth grade, and offer support for students who fail one grade to prevent them from failing a second grade.

Robert Slavin, co-director of the Center for Research on Education of Students Placed at Risk (CRESPR) at John Hopkins University and a member of the Hispanic Drop-out Project, said that to discuss the causes of the Hispanic drop-out rate more effectively, potential dropouts can be categorized into three different types: 1) recent immigrants who come to the United States after eighth grade who speak little English and thus face the most obstacles, 2) students who have been doing very



> **"We keep hearing time and time again that there has to be a way to connect students to their schools in meaningful ways. The connection must be not just academic but a deep personal connection."**
>
> **Dr. Walter Secada, director, Hispanic Drop-Out Project, University of Wisconsin**

poorly for several years in school and have not met minimal educational requirements, and 3) students who have been minimally passing grades but because of lack of educational motivation, poverty, or early pregnancy are dropping out.

Marginal students who are considering dropping out can be reached, said Slavin. These students require intervention, counseling, and direction, but if they are reached, they can overcome obstacles and graduate. If counselors make sure that they take academic courses and discipline them to apply to college and apply for financial aid, these students can graduate from high school and launch their college career. "With loving pressure, they can make it," he said.

Project Avid, a San Diego-based program, has proven quite effective in reaching these borderline Hispanic students and helping them to graduate. Restructuring San Diego high schools was one part of Project Avid. Finding that homogenous grouping placed many Hispanic students in the lower tracks, which doomed them to failure, the group introduced more heterogeneous grouping (some homogeneous classes remained).

"They reduced the drop-out rate by blurring distinctions between students, reduced tracking, and eradicated lower tracks," said Secada.

Project Avid also identifies students "who, based on academic performance, should be able to go to college," Slavin said. "Because of poverty, they might not take the right courses or send in financial aid forms, and often require additional assistance," he said. "These students have the potential," Slavin noted, and with educational intervention and counseling, they will graduate from high school.

To reach Mexican Americans, who have one of the highest drop-out rates of Hispanic groups, Jim Ketelsen, previously the CEO of Tenneco Corporation, devised Project Grad in Houston. Launched at Jefferson Davis High School in Houston, whose student body is over 95 percent Mexican American, Project Grad provides $1000 stipends for students who graduate from high school and begin college. The program is also working with feeder schools to improve the quality of instruction. Project Grad shows early indication that when a Hispanic student sees college as a possibility and is given both financial support and motivation, the odds are stronger that the student will graduate from high school rather than dropping out.

Robert Slavin, co-director of the Center for Research on Education of Students Placed at Risk (CRESPR) at John Hopkins University and a member of the Hispanic Drop-Out Project

The Coca-Cola Valued Youth Program based in San Antonio has also proven effective at reducing the high school drop-out rate. In the program, high school students tutor middle school students. The high school students, said Secada, receive a modest stipend "but feel more connected to the school and gain respect" and improve their own reading and math skills in order to tutor another student. The middle school student gains as does the high school student.

When Secada visited Lincoln High School, a school in Los Angeles with 79 percent Hispanics and about 20 percent Asians, he saw a school that minimized its homogeneous grouping. Instead of having 17 basic math and five algebra classes, the new heterogeneous structure created 17 algebra and five basic math courses. It also provided more after-school tutoring. Teachers were trained in how to teach heterogeneous classes, a crucial factor in a student's success.

Secada noted that early indications also suggest that alternative high schools that have smaller student bodies help create a better student-teacher relationship and can be a factor in reducing the high school drop-out rate.

What will it take to curtail the high Hispanic drop-out rate? "It will take raised teacher expectations, a teacher's knowledge and skills, and the resources to help students succeed," stated Secada.

"We keep hearing time and time again that there has to be a way to connect students to their schools in meaningful ways. The connection must be not just academic but a deep personal connection," he said.

When Latino students are involved in sports, clubs, or after-curricular activities, they feel more attached to the school and are less likely to drop out. When someone in the school cares about them—a teacher, a parent, a principal—that enhances a Hispanic student's motivation to succeed. If this can be structured and not left to informal connections, the Latino drop-out rate will be reduced.

"Schools must be a place of interest, a place where students want to go and feel connected," said Secada.

Diversity: A Bottom-Line Issue on College Campuses

by Joyce Luhrs

A new study, *Hispanic Americans: A Look Back, A Look Ahead. Hispanic Americanos: Una Mirada Hacia Atras, Una Mirada Hacia Adelante*, released by the Center for Demographic Policy at the Institute for Educational Leadership, finds that while the number of Hispanic students matriculated in the pre-K through high school system is increasing, they are not participating in higher education to the same extent that their proportional representation in the general population suggests.

Former national executive director of ASPIRA, Dr. Juan Rosario, states emphatically that this has to change. He believes that the demographic make-up of the student population on college campuses today must be racially and ethnically diverse for two reasons. "It is in the economic interest of the majority society to ensure that institutions of higher education have a well-educated population...and, as an equity issue, it is the right thing to do," he says.

He points out that as minorities continue to increase in numbers in the United States, they will collectively be a majority of the population. He is a firm believer that an educated workforce contributes to the economic development of the country, and if minorities are allowed to develop their intellectual potential to the highest levels, the individual and society as a whole benefit.

Bottom-Line Business Decision

From a dollars-and-cents perspective, diversity is critical. "The social security system will go bankrupt," says Rosario, "unless you have an educated minority population that will pay into the social security system during their work years. The projection is that by the year 2020, minorities will be the majority population. If so, then the current group of college-age students who are minorities need to be educated and making an economic contribution in the next 25 years."

He continues, "Those who receive social security now—and those who will be retiring in the next 25 years—will be depending upon a well-prepared and educated minority population to sustain their social security benefits."

Diversifying the student body on campuses is definitely a bottom-line issue that not all colleges have focused on. A paradox exists between the percent of Hispanic students of college age available and those actually attending college. The Institute for Educational Leadership's findings show that Hispanic college-age students should be better represented in college enrollment and graduation figures. In 1990, while Hispanic students made up only 5.5 percent of the total college enrollment in the United States, they made up a whopping 12 percent of the 18- to 24-year-old age group. Furthermore, the percentage of Hispanic high school graduates continuing on to college dropped from 30.1 percent in 1975 to 28.2 percent in 1991.

> ***"The social security system will go bankrupt unless you have an educated minority population that will pay into the social security system during their work years."***
>
> **Dr. Juan Rosario, executive director, ASPIRA**

Rosario decries what has happened to minorities in the US.

"It is not right for any society to have a class of citizens who receive fewer educational opportunities on the basis of race, nationality, class, and gender. The denial of educational opportunities to minorities contributes to a divisive society, which is not in anyone's best interests," he points out.

Colleges that depend upon a primarily white pool of student applicants will experience a decline in their applicant pool in the next century.

"If they hold steadfastly to that pool, they will be colleges in decline," says Rosario. "They will experience major problems in attracting qualified students and qualified faculty because their actions are not following the trends of the country."

However, some institutions have been slower than others to realize this. The Institute for Educational Leadership's study finds that while a decreasing non-Hispanic, white high school population of graduates increased their college attendance from 31 percent in 1975 to 41 percent in 1991, the percentage of Hispanic adults age 25 and over with a bachelor's degree is significantly lower. In 1992, 9 percent of all Hispanics age 25 and over had a bachelor's degree compared to 22.9 percent of all non-Hispanics in the same age group.

> **"They [Hispanic students] often feel alienated because they feel completely cut off in terms of the curriculum and the pedagogical strategy."**
>
> **Dr. Sonya Nieto,**
> **professor,**
> **Amherst**

Where an institution recruits depends upon the college-age population available in its own back yard. Universities located in predominantly minority-populated areas will draw upon them as their target population. However, Rosario also finds that as most institutions strive to recruit students from a broad section of the country—urban and rural areas, large cities—and in some cases, even from other countries, these institutions will automatically become more diverse as the white college-age pool decreases.

Curriculum

Dr. Sonya Nieto, a professor of education at the University of Massachusetts at Amherst, approaches the issue of diversity as it relates to representation in the curriculum in a holistic fashion.

"I think of a multicultural curriculum in a number of ways," says Nieto. "First, I see it as basic to education. People who are against multicultural education say it's a frill. I counter by saying it's not, and that it's necessary for living in today's world.

"If we think that reading, writing, arithmetic, and computer literacy are important for living in today's world, then we must admit that multicultural literacy is as important because it's not just about understanding others but also about understanding where they are coming from, what their perspective might be, including what their experiences have been, identifying how their language has shaped them, and so on."

Secondly, Nieto believes that it's the moral, ethical thing to do. When asked about what can be done to convince those who oppose multicultural education about its merits, Nieto responds that educators need to make them understand that everybody benefits.

She maintains that if we see a diverse curriculum only as a win or lose situation, the nay-sayers won't support it. As an example, she cites that if affirmative action is presented as a win or lose situation, few will support it.

"If we present it as something where everyone can win, then everybody benefits by having a broader perspective. We then can experience a different world view that expands the content that we know," she says.

Nieto sees diversity in the curriculum as basic. Without it, she believes, schools end up with a monolithic curriculum that sometimes fails Hispanic students.

"I am looking at the great numbers of students who are failing out of our school systems. I find that cultural, social, and family characteristics of Hispanics do not explain everything... Research shows that students who feel alienated from school are more likely to drop out of school. They often feel alienated because they feel completely cut off in terms of the curriculum and the pedagogical strategy."

A diverse curriculum can even keep young Hispanics in school.

"If Hispanic students are to stay in school, we need to provide them with an emotionally safe place in the school that makes them feel that they have something to bring to the society," says Nieto. She continues by saying that this happens with the language, books, and the curriculum that a school uses.

"Those who are dropping out have a high intelligence, and they feel that their family and cultural values are disrespected by the schools."

Nieto emphasizes that dropouts don't feel they have a stake in the curriculum. "Often the kids who are in the majority culture feel that they are somehow entitled to see themselves as the doers and makers and shakers, and those who are in the minority are made to feel that they have nothing if it's not reflected in the curriculum," she says. "It's important to show that everyone will benefit from multicultural education," she says.

Diversity Among College Staff, Faculty, and Administrators

Diversity among staff, faculty, and administrators is equally important, maintains Madeline Marquez, special assistant to the president and affirmative action officer at Mount Holyoke College.

"The media notices when a women of color reaches a top management job in a postsecondary [institution]," comments Marquez. "Look what happened when Ruth Simmons was named the president of Smith College. The media responded because she, as an African-American woman, was the first woman of color to head a liberal arts college."

Why are fewer women of color found in top management positions in postsecondary institutions? Marquez cites four reasons. Basically, fewer women of color and men are in the K-12 educational pipeline. "They don't have access to the networks. If there are fewer women of color in the network, then the challenge is that much harder."

Also, Marquez notes, luck and talent are a part of the mix. "People recommend others they know. Part of the problem is that we need to look at the contact that people in power have with people of color. These folks are making the recommendations for their replacements."

Marquez believes that everyone can contribute to embracing diversity on colleges campuses. "We all bring our experiences to the job, and I know that while our experiences are varied and complex and layered, there are certain things that we have had in common," she says. "Barriers and struggles to achieve and the relentless negativity of discrimination are things that we understand full well, share, and can speak about."

She believes that colleges and universities have a responsibility to be leaders and to call for social justice. "They have to be reminded constantly of the challenges society faces and the roles colleges and universities play in meeting those challenges."

Marquez points out that nothing is gained by trying to change the opinions of the opposition. Instead, she believes that educators need to redirect their attention to those who have questions and concerns and to those who are uncertain.

"We are looking at a 21st century where the vast majority are going to be white women, people of color, an aging population, and we have to find new ways not only to tolerate others but also to appreciate each other."

Collaboration and not competition among colleges is the path to follow to recruit minority staff. "They have to stop competing with each other for the top 10 percent," says Marquez. "Staffing also means that all levels of the staff have to be diverse, multifaceted. They come from different communities, and they speak different languages that add to the educational environment of the students. We need to have professors who answer questions that students have never heard of before," Marquez says.

She believes institutions of higher education have to be responsible and challenge students about their perspectives and awareness of other racial/ethnic groups. "Students come to college with an idea of who should be where," explains Marquez. "For example, a professor who was a person of color was standing in the hallway, and a student thought he was the janitor. People have assumptions that they aren't even aware of, and they become aware of them only when they are challenged."

continued from page 4

Technical assistance and professional development were the areas hardest hit by the cuts.

* The Hispanic Drop-out Project, a U.S. Department of Education initiative to address the nation's high Hispanic drop-out rate, is expected to release its first major report this fall.

While there have been numerous studies on how many Hispanic dropouts there are each year, few have focused on why the problem exists and what needs to be done to reduce the numbers. Seven educators, led by Dr. Walter Secada, a professor at the University of Wisconsin, are studying the issue and putting together recommendations that can be implemented at the federal, state, local, and home levels to combat the high Hispanic drop-out rate; they are also compiling examples of successful programs.

Hispanics remained the most likely of all minority groups to drop out of high school, according to a recent report by the American Council on Education (ACE). The Hispanic drop-out rate in 1993 was 27.5 per cent, nearly four times the rate for whites, it said. Hispanics comprised 29 per cent of all dropouts, even though Hispanics account for only about 12 per cent of the 16- to 24-year-old population.

THE THOMAS M. COOLEY LAW SCHOOL invites applications for a number of tenure-track and visiting faculty positions beginning in May 1997 and September 1997. Curricular needs may include administrative law; property and secured transactions; tax and wills, estates and trusts; civil procedure; jurisdiction; elder-law; and other core curriculum subjects. The elder-law position is a clinical, tenure-track professorship in the Thomas Cooley Sixty Plus Clinic. An LL. M. for the position teaching taxation is preferred but not required. Both entry level candidates without prior teaching experience and those with teaching experience are encouraged to apply. Candidates should have a distinguished academic record, professional legal experience and show scholarly promise. Women, minorities and members of other groups that traditionally have been underrepresented in the legal profession are encouraged to apply.

Contact: *Professor Charles A. Palmer, Faculty Recruitment Committee, Thomas M. Cooley Law School, P.O. Box 13038, Lansing, MI 48901.* Interviews will be held beginning in October of 1996 and interested applicants should apply now.

Hispanics and the US: Cultural Locations
An Interdisciplinary Conference
10-12 October 1997
University of San Francisco
San Francisco, California

This conference will promote the discussion and analysis of the situation of Hispanics in the US, Carribbean, and Latin America as the next millenium approaches. The nature of the conference will be interdisciplinary with a focus on the social sciences and the humanities.

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Website: http://www.usfca.edu/events/hispanics_and_US

Making Research Work for Latinos

by Ines Pinto Alicea

Antonio Rios-Bustamente struggles to find ways to make his research relevant to the larger Latino population, but it is a struggle that continues to frustrate him.

"Large numbers of Latinos continue to be impoverished, and they have limited access to education," said Rios-Bustamente, an associate professor of history at the Mexican American Studies Research Center at the University of Arizona in Tucson. "What access do these people have to our research and the results of the research? The biggest challenge we face is empowering the community. We have to make our research apply to Latinos."

Rios-Bustamente is part of a team of Latino researchers across the country trying to find ways to make research at the university level applicable to Latinos. Through the Inter-University Program for Latino Research (IUPLR), a consortium of 13 Latino research centers based at major universities, Latino scholars nationwide are studying how a variety of issues—including politics, religion, health policy, international migration, and education—impact Latinos in the United States. Researchers also plan to study social justice, equal opportunity, and public policy issues.

Antonio Rios-Bustamente

One way the researchers are reaching out to the public is through a half-hour weekly English-language radio news and arts show called *Latino USA*. The program, carried by more than 200 public radio stations across the country, is produced by the Center for Mexican American Studies at the University of Texas at Austin and provides a vehicle for informing the public about Latino public policy issues, news, and culture.

The consortium also works with people in the community who can assist them in their outreach efforts. Martha Gutierrez-Steinkamp, a multicultural museum specialist in Fort Lauderdale, Fla., has been working with some of the researchers in training elementary and secondary school teachers across the country how to integrate visits to museums and multicultural programs into their daily teaching "so it's not a field trip on the side that the students will soon forget."

Too many schools discuss and teach cultural issues only on special occasions like Hispanic Heritage Month, and these issues should be dealt with on a more regular basis, said Gutierrez-Steinkamp.

"Latinos are a very misunderstood group, and we need to be constantly explaining ourselves," said the former museum director. "There have been many years of misconceptions, sometimes brought on by ourselves or allowed by ourselves. This group helps explain to the masses who Latinos are and how we behave."

Gutierrez-Steinkamp wrote a chapter of the *Anthology of Latinos in Museums*, which scholars from the IUPLR will have published this summer. The work is important because it will show that Latinos can be interested in cultural and intellectual projects that are not Latino.

Headquartered at the University of Texas in Austin, the consortium has three goals: to increase the pool of Latino researchers and leaders; to expand the capacity of Latino research centers; and to boost the availability of policy-relevant, Latino-focused research.

Established in 1982, the consortium acts as an umbrella, catalyst, coordinator, liaison, financial supporter, and communications link for Latino research centers. It also operates as a clearinghouse for the public and a resource to policymakers seeking information on Latino history, culture,

> **"There have been many years of misconceptions, sometimes brought on by ourselves or allowed by ourselves."**
>
> **Martha Gutierrez-Steinkamp, multicultural museum specialist**

Antonio Rios-Bustamente

status, contributions, and needs. Funding for the IUPLR has come from the Ford Foundation, the Carnegie Corp. of New York, the Lilly Endowment, and various member centers at universities.

Eligio Padilla, associate dean of graduate studies and associate professor of psychology and psychiatry at the University of New Mexico in Albuquerque, is the former director of the Southwest Hispanic Research Institute, a member of the consortium. Padilla said that one of the most important roles the IUPLR plays is that of facilitator for communication among researchers. This role helps strengthen the resolve of Latino researchers to pursue their interests.

"A lot of times, we feel isolated because our interests are not the same as those of the mainstream," Padilla said. "The IUPLR provides constructive criticism from people who understand the complexities of your interests."

The IUPLR also helps to train young researchers and to support the kind of publishable research required if they are to obtain tenure. It helps Latinos move through the higher education "pipeline" from the undergraduate to the postdoctoral level by offering a wide variety of programs. According to the American Council on Education's *13th Annual Status Report of Minorities in Higher Education*, the number of Hispanics pursuing higher education is dismal. Hispanics represent only 3.4 percent of all graduate students and only 2.2 percent of all full-time faculty in higher education, up from 1.6 percent in 1981.

The IUPLR offers a number of programs to help Latino researchers, young and old, to advance their work, including:

★ a National Research Competition that provides grants for interdisciplinary collaboration on Latino policy research. These grants offer research funds to Latino students interested in advancing scholarship;

★ an annual Seminar in Qualitative Methods;

★ policy forums and conferences on issues affecting Latinos;

★ assistance in the preparation of scholarly books for publication; and

★ the Latino Leadership Opportunity Program, which provides training and internships to Latino undergraduates interested in careers in public service and public policy.

In the future, the IUPLR plans to offer a National Scholars Forum where junior Latino scholars and students could gather to share research and meet peers to explore upcoming trends in higher education and public policy. A Distinguished Lecture Series that will designate a national scholar to deliver lectures nationwide on key issues affecting the Latino community is also in the plans. In addition, the IUPLR is working on opening an office in Washington, D.C., to build its visibility among the many socio-cultural, professional education and research institutions based in the nation's capital.

The member centers are the Hispanic Research Center at Arizona State University; the Cuban Research Institute at Florida International University; Centro de Estudios Puertorriqueños at Hunter College; the Julian Samora Research Institute at Michigan State University; Stanford Center for Chicano Research at Stanford University; the Mexican American Studies and Research Center at the University of Arizona; the Chicano Studies Research Center at the University of California, Los Angeles, the Mauricio Gaston Institute for Latino Community Development and Public Policy at the University of Massachusetts; the Southwest Hispanic Research Institute at the University of New Mexico; and the Center for Mexican American Studies at the University of Texas at Austin.

There are three associate members, including the Center for Urban Economic Development at the University of Illinois at Chicago, the Chicano Studies Program at the University of Texas at El Paso, and the Center for Chicano Boricua Studies at Wayne State University.

The Way We Are: Understanding How Culture Affects Behavior

by Roger Deitz

Psychology, the science of mental processes and the behavior of individuals and groups, is a rigorous practice that is available to serve all members of society. Yet, until the founding of The Miami Institute of Psychology (MIP), a campus of the Caribbean Center for Advanced Studies (CCAS), Hispanic students and patients in the mainland United States were not served by culturally sensitive psychological methods. The strides made by this pioneering school are already gaining the wide attention of noted institutions in the United States, and patients of diverse cultures are today benefiting because of MIP's work.

The Miami Institute of Psychology had its genesis in Puerto Rico when, in 1966, Dr. Carlos Albizu-Miranda and some of his colleagues founded the Puerto Rico Institute of Psychology with the aim of offering a master of science degree in clinical psychology. At that time the psychologist noted that there were very few mental health professionals on the island and that most of them had received their training elsewhere.

Later, an association with the Dominican Fathers and the Episcopal Seminary of Puerto Rico resulted in the institution's name change to the Caribbean Center for Advanced Studies. By 1972, the school was offering Ph.D and Psy.D. degrees in clinical psychology, thus becoming the first university in Puerto Rico offering culturally sensitive doctoral training in clinical psychology.

In establishing the Miami Institute of Psychology Campus in South Florida in 1980, the Caribbean Center for Advanced Studies introduced to the United States the idea that culturally aware training, research, and care delivery benefits the community at large.

Dr. Evelyn Diaz has served as chancellor of the Miami Institute of Psychology since 1987. Diaz underscores the institution's objective.

"I think what is special about the school is its mission. Our uniqueness is the culturally sensitive training that we provide to psychologists and mental health professionals. Our mission has been—since 1966 in Puerto Rico, and since 1980 in Miami—to train Hispanics and minority students and others to be sensitive to cultural issues in dealing with clients."

Diaz says that starting with only a small group of students at the Miami campus in 1980, the school has grown to enroll over 500 students. She predicts that the school's goal of enrolling 2,000 students will be reached in the near future. Diaz says MIP strives to be the leader in training culturally sensitive mental health and occupational health professionals in south Florida, a goal to be solidified as more students become aware of the institution.

"Our students are mostly adults," Diaz says. "They average in age from 35 to 37 years old. Usually they are professionals who have decided to go back to school to complete a psychology study that they did not finish before, or perhaps now they are switching to psychology. About 60 percent are

"...our understanding of abnormal behavior has to be studied from the perspective of the cultural impact, customs, belief system, and value system of the individual."

Teresa Albizu-Rodriguez, special assistant to the president, Miami Institute of Psychology

Dr. Salvador Santiago-Negron, President of the Caribbean Center for Advanced Studies, addressing the graduates of the Miami Institute of Psychology Campus at the June 1996 commencement exercises.

minorities; the other 40 percent are white Americans. We have people from all over the United States and representatives of over thirty nations in our student body, making for a very interesting class composition. Ours is a truly multiethnic environment.

"We have an active recruitment process. Since we are an APA-accredited program for doctoral students, we have an article in the National APA graduate directory. MIP sends information, posters, and brochures to international universities in South America and the Caribbean as well as to other schools around the nation. We receive information from the Educational Testing Service regarding minorities who are interested in graduate school—and immediately send information about our program. We actively recruit and outreach to minority students."

Diaz says the MIP student population is somewhat in transition: many students return home after their education is completed, perhaps to South America or to Israel, to practice with the multiethnic perspectives they have gained.

"It is important to say that we are graduating a large number of Hispanic students with a Ph.D. in clinical psychology, and because we are accredited by the American Psychological Association, we have the same standards as any other institution...but with the further interest in giving additional training in cultural sensitivity."

Teresa Albizu-Rodriguez, special assistant to the president at MIP, has a personal relationship to the school. It was her father, De. Carlos Albizu-Miranda, who was a founder of the parent institution. She remembers, "I think this all began as a result of my father being a very humanitarian individual. He was very caring and concerned of others. When he studied psychology in Puerto Rico, at that time there weren't a lot of programs, so he traveled to the United States to attend Purdue University.

"He realized that he was being trained under a very much Anglo model. When he returned to the island with his graduate degree, he found that many of the models that he had learned did not really apply to the political and sociocultural reality of the Puerto Rican population.

"This makes sense. There is no universally agreed upon definition of what is abnormal behavior, and our understanding of abnormal behavior has to be studied or considered from the perspective of the cultural impact, customs, belief system, and value system of the individual. With that in mind, my father thought that it would be very good to train clinical psychologists from a Hispanic perspective. He was right.

Dr. Evelyn Diaz, Chancellor of the Miami Institute of Psychology Campus, presenting an award to Dr. Eduardo Diaz, Past President of the Mental Health Association of Dade County, who delivered the commencement address at the June 1996 commencement exercises.

"I think my father was quite a visionary. He understood that there would be a great need for that kind of training. For example, most of the psychologists here in southeast Florida were trained in mainstream U.S. universities. Given the immense number of immigrants residing in the region, it would be very helpful for the professionals treating those individuals to be trained in culturally sensitive programs."

Albizu-Rodriguez believes that statistics support the fact that her father's mission is being fulfilled. The National Research Center keeps track of students gaining Ph.D.s. According to their study, the CCAS has graduated 19 percent of all Hispanic psychologists with Ph.D.s in the United States, and these numbers do not include those additional Psy.D. degrees granted, numbers not tracked by the study.

"Basically," Albizu-Rodriguez concludes, "we surpass the contribution of other U.S. universities in this area of minority education. I believe we were the first institution to give such a focus to the training of psychologists in the United States. Other institutions are now beginning to recognize the importance of an ethnic perspective in the training of their mental health professionals. We can not lose sight of the impact that ethnicity and sociopolitical realities have on the behavior of a human being."

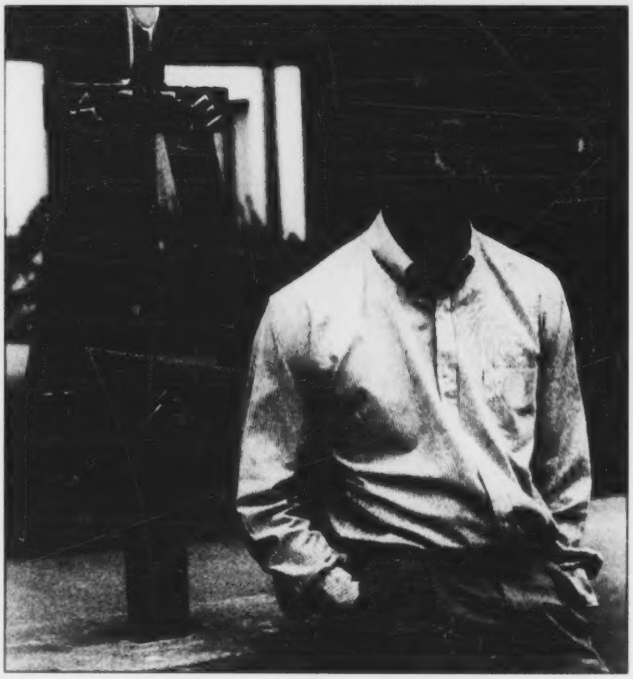
STUDENT SUCCESS

A Renaissance Man

Nine of Eduardo Urgiles' evocative, hand-tinted photographs were featured recently in a juried student art exhibition at California State University-Los Angeles. But he is not an art major, nor is he a music major, even though he plays the guitar and aspires to play the saxophone. Urgiles is an electrical engineering student, minoring in physics, who has a broad range of interests that encompass both the arts and sciences.

Urgiles has spent that last three summers doing research at the National Renewable Energy Labs under a Department of Energy Fellowship administered by the Associated Western Universities. He has also participated in the DOE's Minority Access to Energy-Related Research Careers (MAERC) program at California State University-Los Angeles since 1992. His sophisticated research project on "Vapor Chemical Reaction Growth of Germanium Oxide," outlining the development of materials that can be used for solar cells, won first prize at the 1994 CSU research competition. Urgiles' work, done under the guidance of CSULA Physics Professor Charles Coleman, has also resulted in a published article. Further results of his research were presented at a meeting of the American Physical Society in St. Louis this past spring.

Born in Quito, Ecuador, Urgiles came to the United States when he was eight years old. "My reading level was zero, but by the end of the third grade, I had passed most of the kids in my class," he said.



At Southgate Junior High, Urgiles was put in an English as a Second Language class but had himself transferred out, jumping straight into a special leadership program. It was there that he became interested in photography, working on the school yearbook, getting involved in the school's audio visual program, and taking special classes.

In high school, he continued to excel in math and science, while also pursuing his interest in photography. From his beginnings at Harvey Mudd College, he transferred to Cal State, at the suggestion of one of the university's faculty.

As for a long-term career, Urgiles is still looking for a job that blends his many talents and interests. His work in electronmicroscopy at the National Renewable Energy Labs has come about as close as he can imagine so far. He has also thought about graduate work in photography—perhaps at Brooks Institute or Art Center College of Design—but financial considerations have made him put aside those dreams for now.

Research seems to be part of his nature. "I enjoy solving problems." In a recent essay, Urgiles wrote, "... our dependence on fossil fuels, being able to live comfortably while leaving those in the future a place to live, and disposing materials generated by our current alternative energy sources—the solutions to these problems will open up many possibilities for our future. But it is only through continued research that these solutions will be attained."

Will Urgiles abandon photography in the future?

"Not likely," he said. "I've been doing photography longer than I've been doing engineering!"

National University **U.S. Hispanic Chamber of Commerce** **Index to Volume 6** **Olga Moya**

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A Slow Climb Towards Education for All

by Ines Pinto Alicea

Latino students are gaining in college enrollment and degrees earned, but they are still dropping out of high schools in record numbers, according to a report recently released by the Washington-based American Council on Education (ACE).

Hispanics posted a 7 percent increase in college enrollment in 1994, the largest gain of four minority groups, according to the *Fourteenth Annual Status Report on Minorities in Higher Education*. Since 1990, the number of Hispanics enrolled in higher education has increased by 35 percent. Moreover, Latinos recorded the largest gains of all the groups in degrees earned between 1992 and 1993, the latest year for which data was available.

"Latinos do well once they get into college," said Hector Garza, director of ACE's Office of Minorities in Higher Education. "These are some of the successes from the past decade that we need to celebrate. Our major problem continues to be in [kindergarten through 12th grade] and staying in school."

ACE's report summarizes the most recent available information on high school completion rates, college participation and college enrollment trends, degrees conferred, and trends in higher education employment by race and ethnicity. Most of the data is from the U.S. Department of Education, the U.S. Bureau of the Census Current Population Reports, and the National Center for Education Statistics.

Although Latinos did record gains in college enrollments, 56 percent were enrolled at two-year colleges in 1994, and an overwhelming majority (86 percent) attend lower-cost public colleges and universities, the report said. Moreover, Latinos still represent only 8 percent of all undergraduate students and 3.7 percent of all graduate students.

"Latinos continue to go to two-year institutions in greater numbers than to four-year institutions," Garza said. "While that is good for our community, we need to do better in transferring them into four-year colleges."

Professor Laura Rendon, a professor in the college of education at Arizona State University in Tempe, said Latino students often come from environments that don't prepare them for college. They are usually the first in their families to attend college, and they have few or no role models to help them in their college pursuit, she said.

"They come to college with a set of experiences not acknowledged or validated by higher education," Rendon said. "They face culture shock, and they must negotiate living in multiple worlds."

While Hispanics experienced increases of between 8 and 14 percent in the four degree categories (associate, bachelor's, master's, and first professional), Hispanics earned less than 5.9 percent of all associate degrees, 3.9 percent of bachelor's degrees, 2.9 percent of master's degrees, and 4 percent of first professional degrees earned in 1993, the report said. Hispanic women earned more doctoral degrees than did Hispanic men in 1994, largely because of a 9.1 percent increase since 1993. The number of Hispanic women earning doctoral degrees has doubled in the last decade.

"Latinas continue to be better represented in post-secondary education than do their male counterparts," Garza said. "That's good news. Last decade, we were suggesting that Latinos were not allowing women to attend institutions of higher education."

Doctoral degrees in all major fields except engineering and social sciences recorded small increases among Latino students who were U.S. citizens. The largest one-year percentage gain—22.5 percent— occurred in "other" professional degrees, followed by 15.9 percent in life sciences. The largest decline was 12.5 percent in the number of engineering doctorates earned.

"We need to do much better in math and science," Garza said.

ACE President Robert Atwell said that "affirmative action programs have made a significant contribution to minority advancement" and that attacks on affirmative action threaten the progress of all minority students in higher education.

"By most measures we have seen substantial progress in recent years toward the goal of equitable minority participation and success in higher education," said Atwell. "However, these gains remain fragile."

Moreover, gaps still exist in higher education between students of color and their white peers. The report said that 23 percent of 18- to 24-year-old high school graduates are either Native American, Hispanic, or Black, but these students comprise just 16 percent of enrollments at four-year colleges.

"This continuous gap demonstrates the need to maintain and in some cases strengthen affirmative action programs rather than end them," the report said. It was the first time the report has included a chapter on affirmative action.

"College and university administrators ought to know the history, rationale, and positive impact that affirmative action has had in opening doors to Hispanics to all that higher education has to offer," said Rendon.

While there is much to celebrate in higher education for Latinos, getting Hispanic students to that point in their educational careers remains a challenge. Garza said the drop-out rate in the Latino community is the "greatest leakage point in the education continuum."

The study found that in 1994, only 57 percent of Hispanics ages 18 to 24 completed high school, a 4 percent drop from 1993. The data on high school completion rates includes students who earned either a high school diploma or high school equivalency degree. Hispanic women experienced their first decline in completion rates in four years. Hispanics overall continue to lag behind whites, who had a completion rate of 83 percent, and behind Blacks, whose rate rose to 77 percent from 75 percent in 1993.

"We're still lagging far behind our white counterparts," said Garza.

Antonio Flores, president of the Hispanic Association of Colleges and Universities (HACU) based in San Antonio, Texas, said that the gap in the rate of high school completion between Latino students and their white peers has grown

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National University: Reaching out to Hispanics

by Gary M. Stern

As the Hispanic population of San Diego has continued to grow, National University, which specializes in adult education, recognized that it needed to reach out to more Latinos. Though Hispanics compose 19 percent of the San Diego county population and its proportion grew by 18 percent between 1990 and 1994, making it the fastest growing population in the county, only 11 percent of National University's 10,068 students were Hispanics. Since so many of National University's programs led to jobs—business and teacher education are the two most popular majors—or career advancement, the university felt that it had a responsibility to the community to target Hispanics.

"The university's primary mission is to serve a diverse population of adult learners," said Dr. Jerry Lee, president of National University. "To achieve that goal, we've focused on access, being student-centered, and trying to maintain a cost that keeps our programs within reach," he asserted.

Many Hispanics are attracted to National University because they can maintain their careers during the day and attend the university at night. Lee also noted that the university does not employ a semester system, but instead has one course per month, enabling its working population to more easily attend courses over a shorter time period.

Begun in 1974, National University's mandate was to "give working adults a more convenient, practical way to earn a college degree," said Mary Kenny, its director of public relations. In 1995, over 90 percent of its students were 25 years and older, and over 40 percent were 35 years and older. Students take one course per month and attend classes held two evenings per week and on one or two Saturdays. If a working student has a particularly busy month, the student can defer attending classes until the next month and then resume studies.

The university has made considerable progress in attracting Hispanic faculty. Over 9 percent of its 102 full-time faculty are Hispanic, and 60 associates and 250 adjunct faculty are Hispanics. How has it attracted so many Hispanic faculty when the national average is under 3 percent of Hispanics teaching college? Lee attributes the hiring of Hispanic faculty to "hard work, paying competitive salaries," and making a concerted effort to recruit talented Hispanics.

The university, in Lee's words, has taken "an aggressive approach to recruiting Hispanics." In May 1996 National University reached an agreement with the Institute for Technology and Higher Studies based in Monterrey, Mexico, a private university of 55,000 students that has campuses in several Mexican locations. The agreement stipulates that National University and the Institute will develop joint programs and courses and will exchange faculty. That agreement will give thousands of Mexican students the ability to attain a degree from an American university.

Moreover, National University has developed a collaborative teaching arrangement with Imperiale Valley College, a community college of 8,000 students located 10 miles from the Mexican border. Hispanics comprise 65 percent of that community college's student body. Three programs are being offered jointly in business administration, nursing, and education. Students can take National University courses to attain a four-year degree on the campus of Imperiale Valley and not have to travel far from home, a major deterrent for many Hispanic students.

> ***"The university's primary mission is to serve a diverse population of adult learners."***
>
> **Dr. Jerry Lee,**
> **president,**
> **National University**

"Instead of having them drive two hours, we deliver courses on their campus under the auspices of National University," said Lee. "We send faculty there, and in addition we offer courses through videoconferencing. It's a case of a private university working with a public institution to pool resources to provide access to college."

But reaching out to Hispanics, said Lee, takes more than programs and checklists. It also takes an attitude that permeates a campus. It requires a special sensitivity on the part of all university personnel to minority youth, to offer them direction and to support them in any possible way.

"We want to serve this student population," he stressed, referring to Hispanics and other minorities who reside in the San Diego area. "National University spends a great deal of time counseling students, trying to prevent artificial barriers from getting in the way, and giving them the support required to ensure that they are successful," said Lee. The university believes that it will attract Hispanics if it can remain affordable and ensure that students can maintain their career during the day and obtain their degree at night.

Making financial aid possible also plays an important role. The school's own Presidential Award provides students with scholarships worth from several hundred dollars to full tuition, depending on the student's academics and needs. In addition, the university has an international center that has special ESL tutoring services.

Specific programs to attract Hispanics play a role in recruiting them. Dr. Susan Harris, chair of the nursing department, decided to do something about the lack of Hispanics in nursing. Only 3 percent of all nurses nationwide are Hispanic, she cited. Harris met with the San Diego Association of Hispanic Nurses and asked for their suggestions on what it would take to attract more Hispanic nurses to its nursing department, which grants bachelor of science degrees. Many nurses graduate from two-year community colleges, receive associate degrees, and can practice nursing. But lacking a bachelor of science degree, many nurses are deprived of reaching managerial positions.

To increase the number of Hispanic nurses attending National University, Dr. Harris met with Ann Burgess, who was director of nursing at Grossmont Community College. The duo submitted a grant to the Fund for the Improvement of Post-Secondary Education (FIPSE) that focused on promoting nursing to populations that have been closed out of the profession. The two schools in 1994 received a $173,000 grant from FIPSE.

The program, called *Proyecto Adelante*, which means "go forward" in Spanish, provides grants that also involve supportive services and tutoring. So far, five students have been accepted into the 18-month program.

"The challenge in attracting Hispanic students," said Harris, "is that so many are more comfortable in the atmosphere of community colleges. Ninety percent of Hispanic nurses are prepared at the diploma level. The challenge for our program is helping them bridge that gap from community college to higher education." The nursing grant enables National University to identify minority nurses who require assistance. Once the school was awarded the FIPSE grant, Harris applied for and was awarded a Hearst Foundation grant, providing 10 scholarships of $3,500 for minority nurses.

Not only does it try to attract nurses, but it also promotes scholarships for minority teachers through the Minority Teacher Development Program, which offers internships of $7,200-$25,000 and $1000-$2500 academic scholarships to minority candidates who want to be teachers. In 1995, Lee said that 260 applied and 70 were granted scholarships from National University.

Lee, who had been president of Gallaudet University from 1984-88, expects the number of Hispanics attending National University to rise.

"As Hispanic students come and are successful, we'll see more and more students coming," he said. Advertisements won't win students over, but "referrals, the university's having a reputation of being student-focused, and word-of-mouth [recommendations]" will, he stated. By targeting adult Hispanic learners, National University is reaching a rapidly growing market that hitherto has been virtually ignored.

CONTINUING EDUCATION

Rancho Santiago College in Santa Ana, California has openings for **Workplace Learning Resource Center Coordinator**, ***deadline:*** 10/7/96; **Assistant Professor/English as a Second Language**, salary: $32,803-$54,454/yr., ***deadline:*** 10/9/96; Contact 714/564-6499 for applications and job announcements.

AA/EOE/ADA

COUNSELING

Rancho Santiago College in Santa Ana, California has openings for **Counselor**. Tenure track position, 192 contract days, salary is $35,989-$59,743/yr., ***deadline***: 10/7/96. Contact 714/564-6499 for applications and job announcements.

AA/EOE/ADA

Hispanic Business Organizations Develop the Next Generation of Professionals

by Joyce Luhrs

A network of Hispanic business associations is developing the next generation of Hispanic business professionals. Among them, the United States Hispanic Chamber of Commerce (USHCC) and the Central California Hispanic Chamber promote the continued growth and development of the Hispanic community through diverse higher education programs of internships and scholarship awards.

The USHCC Business and Education Foundation offers 15 internships at the organization's headquarters in Washington, D.C., and scholarship awards to students majoring in business. With the goal of developing and preparing future Hispanic professionals for the business world, USHCC runs a rigorous internship program throughout the year for college students. Out of 35 to 40 applicants, only 10 to 15 students are accepted to intern in the office. Many of the students intern over the summer from mid-May through September.

Most of the participating interns are Hispanic. In 1995, nine out of the 10 interns were Hispanic and attended a myriad of colleges throughout the country, including Boise State University in Idaho, the University of California at Los Angeles, Southern Illinois University, Frostburg University in Maryland, and Rider College in New Jersey.

To qualify, students submit an application along with their resume. This year's applicants are pursuing majors not only in business but also in graphic arts, journalism, political science, and government and are placed in the organization's various departments. Along with having a high GPA, students must demonstrate a well-rounded background exemplifying leadership abilities and involvement in extracurricular activities.

In addition to receiving a monthly stipend of $650, students get hands-on experiences that clearly distinguish the internship from other programs.

"We get them really involved," stated Larry Romero, executive vice president of the USHCC. "They write letters... [and] go to meetings on the hill. We've heard from a lot of other interns that they're used for photocopying/menial work, but here we have them do everything that the employees do."

The internship offers the students a host of opportunities.

> **"In terms of the students, I think it is very important for them to experience Washington, D.C., because this is the center of government... It's where all the decisions are made, and it's really an eye opener for the kids."**
>
> **Larry Romero,**
> **Executive Vice President,**
> **United States Hispanic**
> **Chamber of Commerce**

"In terms of the students, I think it's very important for them to experience Washington, D.C., because this is the center of government," said Romero. "Since I've been here, I've come to realize it's also the center of the world. It's where all the decisions are made, and it's really an eye opener for the kids. Just experiencing the city itself and what the city has to offer—that's an invaluable lesson for them."

The internship is not only a good training ground for the college students but also a way for the organization to see what a student can do. Among the 16 employees of the organization, seven started out as interns. Most come in as juniors or seniors, putting into practice what they've learned in college.

"It gives us a good opportunity to see what kinds of skills they have and if they are someone we might want to hire after the internship," noted Romero.

The students aren't the only ones to benefit from the experience. Romero commented, "We benefit because we are able to bring in some young students with some fresh ideas and utilize them to their fullest potential."

One alumna of the program, Diana Garza, learned about the internship while enrolled in the minority leaders fellowship program of the Washington Center. As part of the fellowship program, she was required to participate in an internship in Washington, D.C.

For Garza, it was her first visit to the East coast. Equipped with a B.A. in communications/journalism from Boise State University, Garza, a Mexican American, wanted exposure working specifically with a national Hispanic organization. Previously, she had worked part time as a paraprofessional in student affairs at Boise State.

For 10 weeks, she was immersed in the workings of the membership services department of the chamber writing and sending out press releases, sending out packets to different membership organizations, answering members' questions, and renewing memberships. The organization's smallness gave her an overview of everything that was happening.

"I enjoyed the most that it was such a small organization. I had exposure to different things the Hispanic Chamber does," she said.

A highlight for her was working on the organization's annual convention held in Miami.

"We were planning and working with membership services and getting out the different awards that they hand out at the convention. We put all the information together for the Chamber's members and answered their questions," she added.

Garza learned much from the internship experience both in and out of the office.

"We were given several opportunities to attend high-level meetings such as a Congressional Hispanic Caucus meeting that Al Gore attended. We visited many of the popular tourist spots during evenings and weekends," she said. "With the Washington Center, I was taking a class on conflict resolution, doing some volunteer work at a women's homeless shelter, and making contacts with some of the other interns from the program."

"It was a very busy summer," she added.

Garza wanted not only to experience the internship but also to see the sights.

"I also wanted to go visit some of the tourist spots, and I definitely had to manage my time well.... As a group we went to a baseball game [Orioles]."

Since leaving the program, Garza has returned to Boise State and now works in the Student Affairs Office.

> ***"The internship allows the students to enter their professions, and at the same time the chamber receives a qualified student to train."***
>
> **Diana Banuelos,**
> **Education Chair,**
> **USHCC**

A second educational program of the USHCC awards scholarships to Hispanic undergraduate and graduate students majoring in business. From 200 to 300 applicants, only 10 students are selected to receive $1,000 scholarships each. To qualify for this program, students must be U.S. citizens and of Hispanic descent, have a 3.0 GPA, and be business majors. In an essay, students outline their feelings about Hispanic business. The 10 scholarships awarded are administered by the Hispanic Business College Fund.

Another Hispanic chamber of commerce, the Central California Hispanic Chamber of Commerce in Fresno, has developed relationships with area schools such as Kings River Community College, Fresno City College, and California State University at Fresno, and offers three scholarships in business. Scholarships range from $200 to $500. Among the requirements, students must have a 3.0 GPA or above, have completed 30 units or more, reside in Central Valley, California, and be Hispanic.

A recipient of the outstanding Hispanic chamber award in Region 1 from the United States Hispanic Chamber of Commerce, the Central California Chamber has big plans on the drawing board to develop an internship program for college students in the 1996 school year. According to Diana Banuelos, education chair of the chamber and an Upward Bound coordinator at Kings River Community College, surveys were sent to all chamber members requesting internship positions for students majoring in business at these three campuses. For the first year, the chamber is targeting 15 internships drawing five students from each campus. Interns will receive either an hourly salary or a $500 stipend per semester, which is the time period of the internship.

Banuelos said that the internships evolved when the Hispanic Business Students Association at Fresno State approached the chamber to develop an internship program.

"The internships allow the students to enter their professions, and at the same time the chamber member receives a qualified student to train," said Banuelos. "The chamber member has the option to hire them permanently. Also, students receive college credit depending upon how many hours they work per week."

This California chamber also offers other opportunities for students from all three campuses to network with the business community through a student mixer with the chamber members during Hispanic Heritage Month. Also, in exchange for volunteering at special events, students receive free tickets to attend events. Participating in these events is highly coveted by high school students, with some even paying the $50 fee to attend.

A Guide to Volume VI

by Amelia Duggan

Following is an index of articles that appeared in the *Hispanic Outlook* from Sept. 1, 1995, through Aug. 16, 1996. For easy reference, articles are listed by subject matter and in the chronological order in which they appeared.

ADMISSIONS

Pressure to raise standards at community colleges provokes controversy in educational circles and potentially limits access to minority students. ***3/29/96, p. 10***

ADVOCACY GROUPS

The Texas Association of Chicanos in Higher Education, an advocacy group for Hispanics, is the largest and most powerful association of its kind in the country. ***2/2/96, p. 7***

AFFIRMATIVE ACTION

The National People of Color Student Coalition has begun a campaign to retain affirmative action programs. ***3/15/96, p. 5***

Do immigrants deserve the same consideration as American-born minorities in the application of affirmative action guidelines? ***3/15/96, p. 7***

AFRO-LATINOS

The Hispanic culture is heavily infused with African influences, according to scholars from the Afro-Hispanic Institute. ***11/10/95, p. 9***

ANALYSIS

Students and officials at the University of California offer opinions on the ramifications of the board of regents' vote to dismantle affirmative action. ***10/13/95, p. 7***

Hispanic faculty are concentrated in academic disciplines that are often considered less prestigious, and are often undervalued in terms of teaching and research. ***12/22/95, p. 8***

Are Hispanic Serving Institutions, which enroll a disproportionate number of Latinos, helping or hindering their students' futures in the workplace? ***2/2/96, p. 5***

ARTS

Latin music owes much of its rhythm to African roots, says Armando Sanchez, a popular conga player and band leader. ***2/16/96, p. 11***

Colleges and universities discover the importance of showcasing the richness and depth of Hispanic art, music, and theater as galleries and theater companies sprout on campuses across the country. ***6/7/96, p. 9***

Connecticut College, once known as the home of the annual American Dance Festival, honors the request of students and offers a course in ballroom dancing. ***8/16/96, p. 9***

In its second year, an education initiative continues to fill a void by providing access to Latin music and related resources. ***8/16/96, p. 12***

CAMPUS LIFE

Racial tensions on campus have led to some ugly incidents and left administrators wondering how to deal with the fallout. ***9/1/95, p. 9***

CAREER DEVELOPMENT

The newly appointed president of the Borough of Manhattan Community College, Antonio Perez, has spent a lifetime turning negatives into positives on the road to success. ***12/22/95, p. 5***

Northeastern University introduces a unique component into its renowned cooperative education program that involves community service in the greater Boston area. ***5/24/96, p. 7***

Professional associations offer networking opportunities designed specifically to foster the career growth of Hispanics. ***5/24/96, p. 12***

Hispanic women discuss their careers in print journalism and stress the importance of the Latino perspective in news coverage. ***8/2/96, p. 8***

COMMUNITY COLLEGES

Minority trustees from community colleges have joined forces to promote an agenda that will better serve minority students. ***12/22/95, p. 10***

Three Latino educators from community colleges around the country describe their accomplishments and contributions to student success. ***3/29/96, p. 7***

Community college leaders discuss the impact of rising tuitions and declining financial aid on Hispanic student enrollments. ***6/21/96, p. 9***

CONFERENCES

Affirmative action tops the agenda at the annual New York City gathering of the Hispanic Association of Colleges and Universities. ***11/10/95, p. 11***

Even though affirmative action critics have quieted down on the federal level, many states are enacting limits or bans on minority preference programs. ***1/5/96, p. 9***

Videoconference focuses on presidential leadership in the community college. ***6/7/96, p. 13***

CONTROVERSY

A tenure battle at the University of Colorado at Boulder has led to charges of racism and the departure of three Chicano professors from the sociology department. ***11/10/95, p. 6***

A controversy over New York state's education policies raises the question of whether bilingual programs help or hinder immigrant students. ***1/5/96, p. 6***

CONVENTIONS

The American Association of Community Colleges plans its 76th annual conference. ***3/29/96, p. 5***

CORPORATE AMERICA

Latino business owners are providing programs for college students to help them become the next generation of entrepreneurs. ***10/27/95, p. 11***

CURRICULUM

The movement to teach universal values and moral behavior as part of the curriculum is gaining support in the public schools. ***11/24/95, p. 11***

Journalism programs are springing up to train reporters to be more effective in covering minority issues. ***12/8/95, p. 11***

College departments that once provided only a few courses in Latino or Chicano studies are now opening special centers and offering advanced degrees. ***12/8/95, p. 11***

A model for transforming the traditional college curriculum into one that includes the voices of women and minorities has been developed by the New Jersey Project. ***1/19/96, p. 8***

ESSAYS – *HO* PERSPECTIVES

Rene A. Redwood, executive director of the Glass Ceiling Commission, urges business to break down the barriers that impede advancement for women and minorities. ***9/1/95, p. 17***

Diagnosis and treatment of mental disorders should be sensitive to cultural norms, according to psychology professor Paul Ramirez, Ph. D., of Long Island University. ***9/15/95, p. 17***

Two nursing faculty members describe the Latino Nurses Project aimed at recruiting more Hispanics into the profession. ***9/29/95, p. 16***

Beatriz Jensen, a former immigrant student who is now a college counselor, offers some tips on how to help international students adjust to U.S. culture and academics. ***10/13/95, p. 17***

Florida International University President Modesto A. Maidique describes how his school serves Hispanics. ***10/27/95, p. 15***

Harvard's James S. Hoyte urges colleges not to retreat from the commitment to diversity in hiring faculty and administrators. ***11/10/95, p. 15***

Urban schools, which bear the responsibility for educating a large percentage of Hispanic students, must do more to help minorities succeed, says Michael Casserly with the Council of the Great City Schools. ***11/24/95, p. 15***

The number of individuals with multiple racial heritages has grown, but society still places narrow labels on them. ***12/8/95, p. 16***

What standards should be used in the hiring, promoting, and tenuring of minority faculty whose academic credentials fall outside the traditional norms? ***12/22/95, p. 14***

Assistant Secretary for Civil Rights Norma Cantu argues that proposed caps on federal financial aid pose a threat to equal access to higher education. ***1/5/96, p. 16***

Latinas need mentoring to help them overcome traditional gender roles that undermine their competence and career mobility. ***1/29/96, p. 16***

Our nation is implicitly and explicitly encouraging the loss of home language and culture, according to Lourdes Diaz Soto, an associate professor from Penn State University. ***2/2/96, p. 13***

For many students, paying for the college of choice is a greater hurdle than getting admitted. ***3/1/96, p. 14***

The American Association of University Women is encouraging women to vote for legislators who support education. ***3/15/96, p. 13***

Ruth Burgos-Sasscer, president of San Antonio College, addresses the issues of discrimination and shares her views on the importance of equity in the education of women. ***4/12/96, p. 14***

Arturo Iriarte, executive associate director of the Commission on Higher Education of the Middle States Association of Colleges and Universities, discusses the importance of the integrity of the self-study in the reaccreditation process. ***5/10/96, p. 14***

Dr. Jose Lopez-Isa, publisher of the *Hispanic Outlook in Higher Education*, offers his point of view on the importance of the journal and on the direction in which it is heading. ***6/21/96, p. 13***

Affirmative action programs are still important in order to achieve equality, says Juan Lujan, manager of equal opportunity programs at University of Redlands. ***8/2/96, p. 12***

ETHNIC STUDIES

Housed at Hunter College (CUNY), the "Centro" offers an interdisciplinary study of Puerto Rican contributions to the American experience. ***6/21/96, p. 11***

Folklorist Emily Lower of Ferrum College explores the ever-growing Latino influence in the Blue Ridge Mountains of West Virginia. ***8/16/96, p. 7***

FELLOWSHIPS

Women wanting to break into the ranks of government are getting those opportunities with help from several nonprofit organizations. ***1/19/96, p. 11***

FINANCIAL AID/SCHOLARSHIPS

College officials are trying to decide which minority-targeted scholarships are valid after the U.S. Supreme Court's Banneker decision. ***9/29/95, p. 6***

Finding scholarships and grants to pay for college tuition requires perseverance, but according to students and counselors, it's worth the effort. ***3/1/96, p. 5***

More than 20,000 students have benefitted from the National Hispanic Scholarship Fund, lauded as "one of the most efficient nonprofit organizations" in the nation. ***3/1/96, p. 7***

By easing the cost and paperwork involved in applying to graduate school, Project 1000 boosts the number of Latinos in graduate programs. ***3/1/96, p. 10***

Several guides provide current information about the maze of scholarships, grants, and loans available to Hispanic students. ***3/1/96, p. 12***

Founded by the Hispanic small business community, the Hispanic Business College Fund provides scholarships and networking opportunities for business students. ***5/24/96, p. 5***

Government Policies

The U.S. Census classifications for counting the population could change, altering the way Hispanics and other minority groups are identified. ***1/5/96, p. 12***

Guidance Counseling

Equity 2000 trains school guidance counselors to steer minorities into college-prep programs. ***11/24/95, p. 13***

Hispanic Achievement

Bilingual teacher of the year, Maria Ramirez, overcomes adversity to earn her degree and become an outstanding role model in her community. ***6/21/96, p. 7***

American University alumnus Mynor Herrera is one of 5,500 individuals nationwide to be selected to carry the torch across the United States to Atlanta for the 1996 Olympics. ***7/19/96, p. 9***

History

Today, after the outcry over celebrating the 500th anniversary of Columbus's landing, most areas of the country ignore his holiday. ***10/27/95, p. 9***

Innovations

A unique course offered at George Mason University utilizes multimedia to integrate sound, video, graphics, and text into the teaching of Spanish. ***6/7/96, p. 7***

International

Florida universities collaborate to explore the role of that state in hemispheric trade and commerce over the next decade. ***4/12/96, p. 8***

K-12

An elementary school program in which students study multiple languages and cultures, all in one classroom, has proven to be an academic and sociological success. ***10/27/95, p. 13***

Leadership

A look at Hispanics in politics, business, and the arts who have achieved positions of power. ***9/15/95, p. 6***

Dr. Gloria Bonilla-Santiago has spent the last 15 years training Latinas to lead efforts in community development and legislative strategies. ***1/19/96, p. 14***

Homegrown college president, Dr. Ramon H. Dovalina of Laredo Community College, grabs the reigns to lead his institution into the future. ***3/29/96, p. 12***

Students at SUNY-Binghamton band together to form a new sorority for Latinas. ***7/5/96, p. 9***

Media

Radio stations are tuning in to their listeners and offering increasingly popular Hispanic bilingual format. ***5/10/96, p. 9***

Multiculturalism

Students at Gallaudet University strike a balance between Hispanic and deaf identities while they search for role models to integrate the two cultures. ***6/7/96, p. 5***

The University of Michigan finds success in its wide-scale efforts to create a multicultural institution. ***7/5/96, p. 5***

Penn State's Multicultural Resource Center recognizes that it takes more than solid academics to succeed in college. ***8/2/96, p. 6***

National Roundup

GOP cuts education funding; changes at HACU. ***9/29/95, p. 5***

Cities across the country are challenging desegregation orders based on extensive busing; Hispanic educators address high drop-out rates; and rankings for the nation's doctoral programs. ***12/8/95, p. 5***

AT&T's Learning Network helps schools get online; the INS launches a pilot program to help employers verify the legal status of immigrants; a survey shows that tenured faculty are the most productive. ***1/5/96, p. 5***

News

In the wake of measures like Proposition 187, Hispanics have begun to organize politically to protect their rights. ***10/27/95, p. 6***

Faculty at the University of California see the recent vote against affirmative action as an intrusion into academic standards. ***12/22/95, p. 12***

Florida Gulf Coast University enjoys the opportunity to build a diverse university literally from the ground up. ***7/5/96, p. 7***

Organizations

Founded as a voice for colleges with large numbers of Hispanic students, HACU is now being challenged to expand its membership and focus on a political agenda. ***9/15/95, p. 13***

Outlook on Washington

Congress considers harsh measures to curb illegal immigration. ***9/1/95, p. 4***

An update on items that have appeared in the column throughout the year. ***9/15/95, p. 4***

Reductions in federal funding for research are bound to hurt opportunities for minorities in undergraduate and graduate schools. ***9/29/95, p. 4***

Proponents of block grants say that states distribute funds more efficiently than does the federal government, but opponents argue that there are no standards or accountability in the process. ***10/27/95, p. 4***

The English-only movement is gaining momentum in Congress, but some denounce it as unnecessary and discriminatory. ***11/10/95, p. 4***

The Smithsonian, denounced by its own task force for neglecting the Latino community, has taken steps to rectify the situation. ***11/24/95, p. 4***

Proposed cuts for the NEA and NEH could adversely affect minority artists and educators. ***12/8/95, p. 4***

Billions of dollars in federal funds are at stake as the Supreme Court considers an adjustment to the 1990 Census, which undercounted the numbers of Blacks and Hispanics in large cities. ***12/22/95, p. 4***

Legal immigrants receiving federal aid for higher education might be cut off. ***1/5/96, p. 4***

A new study on the Hispanic drop-out rate goes beyond statistics and offers possible solutions to governments, schools, and families. ***1/19/96, p. 4***

Congress has voted to reduce the federal government funding for bilingual education, forcing states to bear more of the financial burden. ***2/2/96, p. 4***

Under pressure from Congress over affirmative action, the National Science Foundation is re-examining its programs that are restricted to women and minorities. ***2/16/96, p. 4***

A new survey shows that Latino students care more about politics than do other college students. ***3/15/96, p. 4***

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Recently appointed HACU president, Antonio R. Flores shares his vision for the organization and for the future of Hispanics in higher education. ***4/26/96, p. 4***

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University of Texas Law School enters the national spotlight after a recent court ruling on affirmative action. ***5/24/96, p. 4***

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for a number of reasons. These include the growth of families who are uncomfortable with English and the kindergarten-through-12th-grade system and therefore can't be effective partners of schools; poverty (students can't buy books and computers and have poor nutrition and health); (students' and their parents') not knowing how to make use of community resources; inadequate equipment in schools; and low teacher expectations of the abilities of Latino students.

"You put all those things together, and you have a picture that looks grim for our students," Flores said. "It's a national tragedy."

Discrimination also plays a role in the widening gap, Flores said. Political rhetoric on affirmative action and immigration has fueled the discrimination and "created a polarized climate," he said.

"Discrimination permeates our schools and communities in ways we don't even understand," Flores said. "In the xenophobic climate we are living in in America today, our kids are being portrayed as people who are undesirable."

The ACE report also reviewed employment trends at the nation's colleges and universities. The number of Hispanic full-time faculty increased nearly 62 percent from 1983 to 1993, with Hispanic women making the most progress. From 1991 to 1993, the rate of hires for Latinas for full-time faculty positions jumped 13.2 percent. Latinos did not fare as well, securing only a 1.5 percent increase in appointments to full-time faculty positions. Despite these gains, Hispanics represented only 2.3 percent of all full-time faculty in higher education in 1993, up from 1.5 percent a decade earlier.

Hispanics experienced a gain of 2 percentage points in tenure rates from 1991 to 1993. But the rate of tenure among Hispanic faculty declined to 63 percent in 1993 from 67 percent in 1983.

Professor Rendon said universities must develop programs to "demistify the process" of joining faculty ranks to help potential faculty members get jobs. Rendon said many people "don't understand what it takes to be a faculty member."

From Migrant Worker to Professor of the Year

by Rosie Carbo

When Olga Lydia Moya says that growing up in South Texas was a tough row to hoe, she isn't speaking metaphorically.

"I was a migrant worker from the time I was about seven until I was 15. I remember falling asleep right in the middle of hoeing the beets. I never knew why until I learned about pesticides years later," says Moya, now 36.

Lionel and Genoveva Moya, her parents, never suspected that one of their five daughters was suffering from the effects of pesticides used to brush Midwest crops. Today, Moya is the first full-time environmental law professor at South Texas College of Law in Houston, a private law school that specializes in preparing students in litigation.

Moya, a nationally acclaimed expert on environmental law issues, was recently named Professor of the Year by the Hispanic National Bar Association. Selected from a pool of 119 Hispanic law professors nationwide, she was chosen for her teaching and publishing prowess, community service, experience, and rapport with students.

"I didn't have any idea that I had been nominated. But here at South Texas College, we have a handful of Hispanic students who wrote a six-page letter nominating me. They said that I've impacted them in a positive way… that really touched me."

Judging from her personal and professional history, impact is a fitting way to describe Moya. For example, she is the first Hispanic female law professor at her college, a 60-year-old school with a mostly Anglo enrollment of some 1300 law students. Prior to joining the faculty of 59 at South Texas, Moya had worked as consul for the United States Environmental Protection Agency, the Texas Department of Agriculture, and the Mexican American Legislative Caucus in the Texas House of Representatives.

TITLE:	Professor of Environmental Law
INSTITUTION:	South Texas College of Law in Houston
HER PROUDEST MOMENT:	"When Gib Lewis, speaker of the Texas House, pulled a proposed bill that would have repealed Texas laws governing the use of pesticides. We won on a technicality. The House went crazy."
QUOTABLE QUOTE	"Del dicho al techo, hay mucho trecho." Translation: From what is said to what is done, there's a lot of terrain.
HER GREATEST LEGACY:	Writing legislation that helped not only the farm workers, who are people she always wanted to help, but others
EDUCATIONAL BACKGROUND:	Bachelor of Arts in psychology from the University of Texas at Austin Law degree from The University of Texas Law School

Ironically, Moya stumbled into an environmental law career after her 1984 graduation from the University of Texas School of Law in Austin.

"My first job right out of law school was working with the Mexican American Legislative Caucus fighting powerful chemical company lobbyists who wanted to repeal Texas' pesticide laws. I was so inexperienced that *pesticide* wasn't even in my vocabulary." Despite her lack of experience, she gained the respect of Al Luna, a Texas legislator and chairman of the MALC, who had faith in her ability to help derail the lobbying efforts concerning the use of pesticides.

"She had grown up doing migratory work, so she had a feel for those kinds of issues. I admired her character," says Luna, now a Houston lawyer.

"I was very impressed with Olga, not only for her hard work in helping to

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defeat the powerful chemical lobby, but because she'd gone through UT for her law degree. Not anybody can get through UT law school," Luna says. Now, hardly a day goes by that Moya doesn't remember how difficult it was growing up in South Texas as the daughter of a Mexican migrant family.

"I certainly did feel discriminated against," she said. "My family was so poor that we qualified for the school lunch program. I remember how bad I felt pulling out the lunch card. That stigma of being labeled a needy migrant family affected me."

Moya recently attended a United Nations Conference on the Environment for Latin America and the Caribbean as one of the two (only) U.S. representatives. This year, West Publishing will release a book titled *The User's Guide to the Federal Environmental Law*, a book Moya co-authored with Andrew L. Fono.

Despite her prolific writing skills, friend and colleague Frank Herrera said that he has lobbied Moya to consider running for the Texas Supreme Court.

"Olga is vibrant, intelligent, and charming. I thought she'd be excellent as the first Hispanic woman on the Texas Supreme Court. But after consulting with her husband and family, she told me that it was with deep regret and much anguish that she had to decline. I told her that she was still young and energetic and not to give up the idea," said Herrera, a personal injury lawyer in San Antonio.

In retrospect, Moya looks back on her upbringing as probably being the best incentive for wanting to achieve a higher education and professional success.

"As soon as school let out in May, we packed up and headed north. But we were luckier than some of the other kids.... My dad was so adamant about the importance of education that he wouldn't leave until school was out."

Conditions for Mexican farm workers in the Midwest were somewhat inhuman due to lack of such basic necessities as running water and toilet facilities. As a result of her experiences in the labor camps of Iowa and other Midwestern states, Moya dreamed of growing up to help improve the working conditions of migrant farm worker families.

Environmental law became her avocation. In the years that followed, Moya's ascent through the halls of justice proved that dramatic improvements could occur through faith, determination, and hard work. Nonetheless, she admits that when she recalls her first days on the UT campus and the self-doubts about getting through, she realizes how far she's come.

"When I arrived as a freshman at UT, I didn't know anyone. It was hard, but I got a bachelor's degree in psychology," she said. "I knew I wanted to go on to law school, but I had no role models or mentors. The only lawyer I ever knew was Perry Mason. My parents couldn't contribute financially. I had to apply for loans that I'm still paying off. So it was very hard."

Her life took another turn when Moya met her husband, James Taylor Byrd, at UT. Early on, she told her future husband that she wouldn't relinquish her maiden name because there was no one to carry on the Moya name. After they married, the couple agreed that their first son would retain the Moya surname. Taylor Moya Byrd was born two years ago. Moya is also mother to Leones, 4.

"I remember that on my wedding day, my dad had this long heart-to-heart talk with me about why I should take my husband's last name. He was really touched that my husband agreed to name our son in honor of his name."

Military Academies Voting Power Hispanics in Science Mexican Folk Medicine Ronald Moreno

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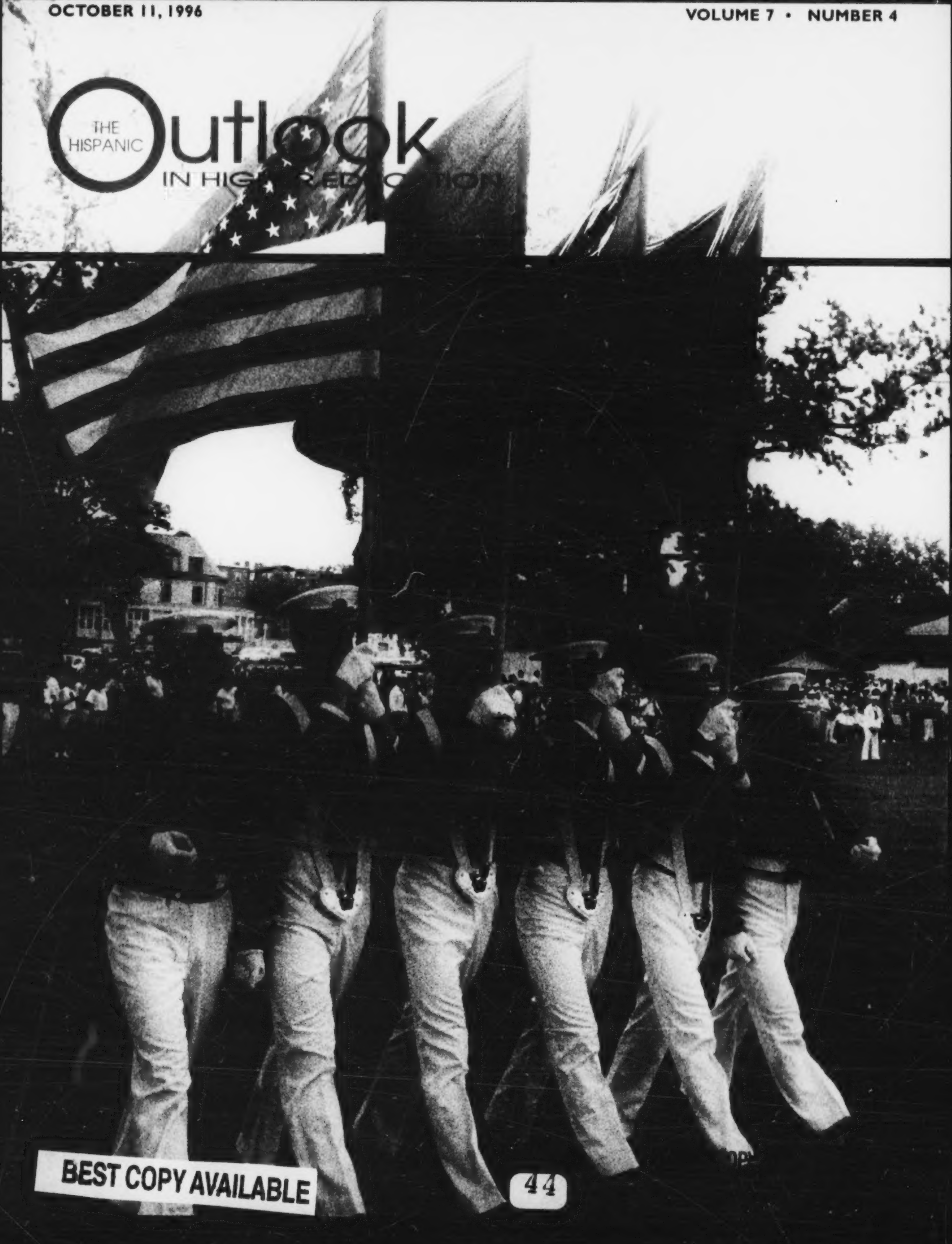

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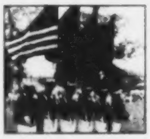

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Is There Merit to a Merit Scholarship?

by Ines Pinto Alicea

President Clinton has proposed a $130 million program to provide $1,000 merit scholarships to every high school student who graduates in the top five percent of his or her class. It is a proposal that some critics contend simply rewards those who are already amply rewarded.

"It is a program that will award scarce federal money we do not have to people who do not need the funds," said Barmack Nassirian, director of policy analysis for the Washington-based American Association of State Colleges and Universities.

Anna Baca, a 23-year-old student from Northwest Missouri State University in Maryville, Mo., agrees. Baca, who recently finished a White House internship, said she has mixed feelings about the proposal because she believes scholarships in general are a wonderful assistance for students.

"We should acknowledge accomplishment, but most of those students are getting free rides anyway," Baca said. "As a society, we continue to reach people who are already reached. I guess it is just easier to keep clapping for the winning team."

President Clinton announced the proposal at his State of the Union address in early 1996 as he vowed to "open the doors of college" to more Americans. He then included the so-called Presidential Honors Scholarships in his 1997 budget. About 130,000 students are expected to benefit from the program. The scholarships, which are designed to reward academic achievement, would be for only one year and would not be based on financial need.

Critics say the proposal does little to further the president's stated goal of expanding access to college since the merit scholarships primarily would help wealthier students.

"In the vast majority of instances, graduating in the top 5 percent correlates with a high family income," said Nassirian.

Jamie Merisotis, president of the Washington-based Institute for Higher Education Policy, said the proposal sends a confusing message about the role of the federal government in higher education. Its role is to promote access to all and assure that everyone has an equal opportunity to attend college, he said.

"This proposal doesn't have an equalizing effect on higher education opportunity," Merisotis said. "Given the limited resources we have, applying those limited resources to merit scholarships is an inefficient use of funds. It is simply rewarding students who are going to do well anyway."

Nassirian said his organization opposes the president's proposal because it does not take into account financial need. Moreover, this $130 million program is being created while need-based federal financial aid programs, such as the State Student Incentive Grants and the Harris and Javits scholarships are slated to be cut by about $84 million in the 1997 budget, he said. The State Student Incentive Grants, an intervention program for youths who are at high risk of dropping out of high school, were already cut in the 1996 budget.

"We are disappointed that an administration that has been quite responsive to the educational needs of the American public is following this path of taking away from the needy to give to the not so needy," Nassarian said.

Officials at the U.S. Department of Education and at the White House, however, are cheering the proposal, saying that the merit scholarships would be the "broadest-based federal scholarship ever to be awarded on merit" and would motivate young people to excel in high school and strive for college.

Most in the education community agree that it is important that academic achievement be recognized. While the proposal as it stands has its detractors, for those educators teaching in areas with a lot of poverty, the proposal sounds good.

Dr. Ramon Dominguez, associate vice president for student services at El Paso Community College, said he supported the idea of merit scholarships because they might serve as an incentive to students to work harder in school. Moreover, he said, since El Paso is one of the nation's poorest cities, its high achievement in school might benefit from such a program.

"Anything we can give our students to move forward with college, I would support," Dominguez said. "They might be superachievers, but they might not have the means to go to school."

Nassirian disagrees, saying he believes the program will do more harm than good as presently structured because students who need the money might opt to take a physical education course rather than calculus to maintain a high grade point average and win the scholarship.

"For students who really need the money, it will be a disincentive to academic achievement," Nassirian said.

Merisotis said the president could improve the program by making financial need a part of the requirements.

"The need is with those students who don't have the financial resources to go to college and who do well academically but aren't in the top five percent."

Hispanics March into the Military Academies

by Joyce Luhrs

The federally operated military academies have a long history of producing some of the finest military leaders in the country. Among the five federally operated military academies are the U.S. Air Force Academy, the U.S. Naval Academy, and the U.S. Merchant Marine Academy. In recent years, these academies have attempted to increase the representation of Hispanics among the student population on their campuses.

United States Naval Academy

Located in Annapolis, Md., the U.S. Naval Academy prepares midshipmen (name given to both male and female students) to be professional officers in naval service. Competition is stiff. For the class of 1999, 10,422 students applied, of which only 1,165 men and women were admitted.

The Naval Academy's goal is to increase the representation of Hispanics in the student population to 11 to 12 percent, which ultimately will increase the number of Hispanic officers serving in the Navy and Marine Corps. According to Lt. Torturo, senior admissions officer and a graduate of the class of 1989, "Our goal for the incoming freshman classes is to have 10 percent Hispanic. Before 1994, we were shooting for 7 percent African-American and 4 percent Hispanic. We are trying to mirror the general population and the enlisted side of the Navy, which is 7.8 percent Hispanic."

This academy has developed two extensive recruitment initiatives by stationing two Hispanic naval officers in Los Angeles and Houston to target top Hispanic students in high school and junior high school and even in the YMCAs.

"We are trying to get more involved in the community in the local areas. Our recruiters are spending a great deal of time on the road working with Congressional staff, visiting local high schools, and talking with students," said Torturo.

This academy also has admissions officers targeting top minority students in Houston, Jacksonville, Chicago, the District of Columbia, Maryland, Pennsylvania, the Northeast, and Puerto Rico.

This recruitment effort has paid off. In 1996, 600 Hispanics applied, and from this group 412 were deemed eligible, and eventually 86 were among the incoming new class of midshipmen.

United States Air Force Academy

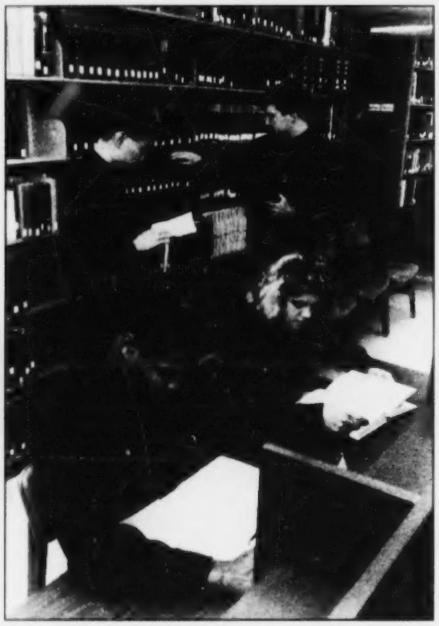
Located in Colorado Springs, the U.S. Air Force Academy prepares officers to enter military careers in the air force or in the space program. Like the Naval Academy, the Air Force Academy minority enrollment office developed mechanisms to recruit Hispanics.

"We outreach into the communities and from here visit the high schools and make home visits and network with minority organizations such as the National Hispanic Institute in Georgetown, Texas, and the National Council de La Raza and numerous other Hispanic organizations," said Maj. Steve Roda, in charge of minority enrollment in the admissions office.

Some progress has been made. With the start of the new school year, Hispanics made up 6.7 percent of the 4,158 student body. The numbers of Hispanic students enrolled in the classes of 1996-1999 have ranged from 79 to 94.

United States Merchant Marine Academy

Tucked away in Kings Point, N.Y., the U.S. Merchant Marine Academy educates and trains officers and leaders to serve the economic and defense interests of the U.S. in the armed forces and the merchant marine. As the first federal military academy to admit women in 1974, the Merchant Marine Academy has successfully recruited females, with 11 percent represented in its student body. The smallest of the



academies with 916 students and one of the least known of the federal service academies, the Merchant Marine Academy struggles for instant name recognition in the Hispanic community. But with only 3 percent of its student body classified as Hispanic, this academy still has a way to go.

Working with a small $8,000 travel budget for recruitment, the academy has tried other methods to stretch its limited resources to recruit Hispanics.

"Our major focus is on informing Congress people about us and getting them to nominate top Hispanics," said Lt. Cmdr. Rick Nesptas from the admissions office. "A number of students come through this way, and the alumni also create a good pool of applicants. We've developed a homepage on the Internet to recruit more minority students and accessed funds from the alumni office."

Admissions Criteria

To be considered a qualified candidate and admitted to a academy, students must begin early in their high school careers. Each academy seeks qualified candidates who demonstrate high academic backgrounds, participation in extracurricular activities and sports, and leadership in the community. The application process is extensive, including securing in most cases a Congressional nomination, scoring high on the SAT or ACT test, meeting physical fitness requirements, passing a medical physical, ranking in the top 20-25 percent of their high school graduating class, and completing course work in English and college-level preparatory mathematics, with chemistry and physics in addition highly recommended.

Student Reflections

For three Hispanic midshipmen attending these institutions, the academies have provided opportunities and the knowledge that they will have a job when they graduate.

While growing up in Hartford, Conn., Ruben Acosta hadn't really thought about entering the military. During his sophomore year in high school, a friend who had gone to the Coast Guard Academy suggested that he consider applying to that academy. Acosta realized that the military might be an option, and with the assistance of counselors at his high school, he looked into various options. Although Cornell University offered him a ROTC scholarship and the University of Connecticut awarded him a full scholarship, he wanted more rigorous training than a civilian institution would provide, and he decided to apply to a military academy.

But not just any academy would do. Although the Coast Guard Academy was located nearby in New London, Conn., Acosta wanted to attend a larger part of the military and selected the Naval Academy. Of Puerto Rican background, he still wanted to remain close to his family and decided to find an academy that would be an intermediate distance from his home.

While students at the Naval Academy receive a bachelor of science degree upon graduation, they have several career options as they are required to serve for at least five years as an officer in the Navy (ensign) or the Marine Corps (2nd Lt.).

"I chose the Naval Academy over the other academies because of the more choices that I had coming out," said Acosta. "I could be a marine corps officer, naval pilot, or a surface officer [an officer in charge of ships]."

Acosta is one of 276 Hispanic students out of a population of 4,110 students on campus. While in the Naval Academy, he assumed the leadership position of regimental operations officer of the entire fourth class regiment—plebes (the name given to freshmen). He oversaw the boot-camp-style training of the new class during plebe summer.

As a chemistry major, he maintained a 2.89 grade point average. He believes that the rigorous training and the quality academics of the Naval Academy are comparable to other selective institutions such as Yale.

"And you get even more than that plus the added development of the whole person," Acosta said.

Now in his last year at the academy, Acosta is very clear about what he wants to do after graduating in May—go to medical school. He hopes to go to medical school through a special program in the Navy, which pays for tuition and room and board for medical school for those who pass the medical boards and are ranked high in their class.

During leave periods, Acosta found time to go back home, and he talks to other Hispanics in his former high school about the rewards and opportunities of a Naval Academy education.

With the theme, "Commitment to Excellence," the U.S. Air Force Academy in Colorado develops the next generation of air and space leaders. Nominated by Congressman Solomon Ortiz, David Cavazos saw opportunities at the Air Force Academy that he couldn't find at home in South Texas.

"There weren't a lot of career opportunities in my hometown in south Texas. I went to the Air Force Academy, where there were more opportunities," said Cavazos.

Hailing from Port Isabel, Texas, second class (junior) Cavazos came from a military family. "The main thing is my family is very patriotic. My brothers enlisted in the army, and my father was a sergeant in the army. I wanted to get an education, figured that I could get it through the academy, and wanted to fly jets," he said.

Cavazos credited the minority recruitment office of the Air Force Academy with getting him to enroll.

"One of the biggest things in my decision to come here was that the Air Force Academy minority recruitment office kept in touch with me, and West Point never talked to me," he said.

Cavazos is receiving a high quality, free education. The opportunities and the value of an academy education cannot be understated. According to Maj. Steve Roda, the education a student receives at the Air Force Academy is worth $287,000 covering medical and dental, tuition, room and board, and a salary of $540 a month plus the opportunity to fly.

"With pilot training added, their education is worth another $1 million," said Roda. "If they stick with it, they can continue on to the space shuttle."

While at the academy, Cavazos has completed a lot of the required core courses in chemistry, the behavioral sciences, political science, and other courses applicable to his English and mechanics major. But he has also studied and learned things that he wouldn't have found at a civilian institution.

"I am a soaring instructor pilot, a pilot who flies gliders, and I can also teach people how to do that. I wouldn't have had the money to do that on my own," said Cavazos. "After I graduate, I hope to go to pilot training and be an Air Force pilot. After that, I'll see how it goes, and when the time comes, I'll decide whether or not to stay in or get out."

Plebe (freshman) Ariel Torres learned about the Merchant Marine Academy from a soccer coach at his high school in New York City and decided that he wanted a military career. He didn't apply to the other academies because he felt the Merchant Marine Academy had more options.

"It had more opportunities to offer. I can go into any of the armed services or into the Merchant Marines," said Torres.

Originally from New York City, he felt that this academy offered him much more than could other "mainstream" colleges.

> **"Our recruiters are spending a great deal of time on the road working with Congressional staff, visiting local high schools, and talking with students."**
>
> **Lt. Torturo,**
> **senior admissions officer,**
> **U.S. Naval Academy**

"I think the Merchant Marine Academy in comparison to other institutions instills responsibility, leadership skills, and discipline," he said. "Compared to other academies, I can get good hands-on training because we actually go out to sea for six months at a time."

When asked about the opportunities at the Merchant Marine Academy, associate director of admissions, Rick Nesptas, quickly pointed out that when a student graduates from this academy, he or she can go into the Army, Navy, Marines, Coast Guard, or Air Force.

"This is very unique," Nespas said. "If a kid decides to go to into the maritime industry, they can, which is all the U.S. flag ships throughout the world.

"There are more reasons to enter. We provide more choices to the different branches of the military. They don't have to go on to active duty, and they also have the option of working as a civilian. We probably have one of the finest maritime educations in the world."

Immersion in an 11-month academic program can be grueling. In his first quarter, Torres took calculus, marine safety, nautical science, chemistry and lab, English, introduction to computers, and naval orientation. He still found time to have some fun playing on the soccer team and serving on the honor guard giving tours of the campus to potential students and guests.

As the first member of his Colombian/Argentinean family to enter the military, he intends to major in the ship's officer/deck, where he will learn the operations of the ship on the bridge. After graduation, he plans to continue into the Marine Corps as a commissioned officer, and move on to flight school.

Torres admitted that the military lifestyle is not for everyone, especially the introduction to bootcamp training.

"It was tough," he said. "You take for granted the little things—watching T.V. whenever you want. You can't buy a Coke any time you want. It's the little things that you miss. It's hard to get used to the regimented lifestyle."

Getting to the Polls

by Michelle Adam

By the year 2010, Latinos are expected to make up the largest minority population in this country. The number of Latinos applying for citizenship nearly doubled since the beginning of the decade—more than one million applied in 1995 and another million are expected to apply by September 1996.

Latinos are also experiencing unprecedented positions of leadership in the Clinton administration and have been targeted by the Clinton/Gore team as an important segment of voters in the upcoming elections. Many believe that Latinos might have the ability to significantly influence the outcome of the 1996 presidential election.

The question remains, however, whether Latinos will wield their voting power. The November elections will be riding on many issues that directly affect Latinos and their communities—the economy, immigration, affirmative action, the government budget, health insurance, the minimum wage, and education.

During the past several years, Latinos throughout the nation have felt their lives challenged by conservative congressional attempts to repeal affirmative action, pass English-only and anti-immigration legislation, and cut back on education and health benefits. As a result, Latinos have turned to the ballot box to voice their opinions. In California, Latino turnout for the 1994 non-presidential elections reached unprecedented heights. According to the National Association of Latino Elected and Appointed Officials, 290,000 more Latinos voted in 1994 than voted in the 1990 California elections, primarily because of mobilization around Proposition 187, a state ballot initiative that would deny education and health and other public services to the undocumented.

Whether the same unprecedented numbers come out to vote in the national elections remains to be seen. Angelo Falcon, president of New York's Institute for Puerto Rican Policy, is hesitant to believe that an increase in naturalized and registered citizens will necessarily lead to a larger Latino electorate in 1996. During the prior national elections in New York, only 40 percent of the Latinos voted, said Falcon, the lowest turnout of all the minority groups in the city.

"We didn't have much impact in the last elections," said Falcon. "Voting numbers have been going down every year." Falcon maintains that although this same population has an 80 to 90 percent voter turnout in their countries of origin, Latino voting records have been poor in this country.

Despite Falcon's skepticism, he and many others in his community agree that Latinos have become more politically savvy and active in the past several years. In California, Latinos watched voters pass a ballot initiative, Proposition 187, and also saw university regents repeal affirmative action laws. What began as state initiatives threatening possible discrimination against Latinos became a national agenda that has mobilized Latinos locally and nationally to reassess their roles as citizens and non-citizens of this country.

For years, the high incidence of non-citizenship in the Latino community has also been a major barrier to Latino empowerment. But the recent increase in naturalizations might change the face of the next elections.

Beyond mere naturalization numbers, however, regional Latino registration and voting organizers throughout the country feel sure that greater numbers of new Latino citizens will vote in the upcoming elections. The Latino Vote USA campaign, which consists of the Southwest and Midwest Voter Registration Education Projects, as well as the Hispanic Education and Legal Project, aim to register and turn out one million new Latino voters from 20 states throughout the country. The Southwest is expected to register a half million new voters, while the other two groups hope to register 250,000 each. They will also be making additional efforts to get Latinos to the booths in a Get Out the Vote effort (GOTV) in more than 200 communities.

"This is a first of its kind," said Lydia Camarillo, executive director of the Southwest Voter Registration Education Project (SVREP). "We felt it imperative to work together."

Although SVREP has been organizing Latino registration and voting campaigns for 22 years, this is the first unified effort of its kind to establish national voting and registration goals to fight against political threats to the Latino community. To date, SVREP has enacted 29 voter registration projects throughout the Southwest, and 15 GOTV projects. In addition, they have conducted voter registration and education in 800 high schools within five states. They worked jointly with Culture Clash, a California comedy group, in creating a video and campaign emphasizing to high school students the importance of voting.

SVREP has also been fund-raising, attempting to raise 1.3 million for voter registration and GOTV efforts.

By mid-July they were able to raise funds for 70 voter registration projects through Internet and video linking, as well as through more traditional methods of fund-raising. All three groups raised $1 million in May during a fund-raising dinner in Washington, D.C., where President Clinton was the guest of honor. During the last leg of the campaign, SVREP will also assist community volunteers with staff and training to set up community voter registration events.

In a parallel effort, the Hispanic Education and Legal Project (HELP), formed in New York City just a year ago, expects to register 250,000 new Latino voters in the Northeast by October. The organization is targeting potential voters in New York, Massachusetts, Connecticut, and New Jersey through mailings, telephone calls, and direct education efforts.

"We expect a good voter turnout from those we register," said Jaime Estades, HELP's executive director. "We anticipate an increase in numbers from previous elections."

HELP has held press conferences in cities throughout the Northeast, including New York, Hartford, and Boston. June's press conference was organized by and held at Local 1199's health care union, which was one of 12 different community groups represented from five states along the East Coast. A branch of the organization is attempting to increase registration where historically small percentages of Hispanic populations are registered. Through informal ties within the community, and by attending block parties and going door to door, they are educating Latinos on the issues affecting their communities. HELP's posters hang on community walls, addressing issues such as police brutality, inadequate health care, and lack of housing.

"What we are saying is that it's enough," said Estades. "We need to use the vote as an instrument to empower ourselves politically."

Estades has watched Latinos become more politically savvy and mature since the last presidential elections. "It's more organized now than before," he said.

According to Estades, Latinos gathered in more spontaneous and less organized ways in the past, whereas now they have more strategies and resources. For example, although Puerto Ricans were successful in their 1989 campaign where they registered 96,000 new voters, this year's efforts are larger and span all Latino groups nationwide.

"People are now understanding that we have to do it for ourselves as Latinos," Estades said. "People are ready to work."

Latino mobilization for the upcoming elections isn't limited, however, to registration and GOTV efforts. As Juan Jose Guitierrez of One Stop Immigration Los Angeles explained in 1993, he and Latino leaders from religious, educational, labor, and community organizations throughout California gathered to create "Coordinadora 96," a three-year agenda that would organize the political voice of the Latino people for the 1996 elections. They foresaw tough political times ahead for their community, like in the 1930s and 1950s when millions of Mexicans were deported to Mexico.

"We were sick and tired of reacting to things," Guitierrez said. "We wanted to be more proactive."

Although the group, also known as the National Coordinating Committee for Citizenship, originated in California, it has now become a national Latino effort to mobilize for the elections. Almost three years of organization, education, voter registration, and GOTV efforts on behalf of Coordinadora 96 will culminate in a long-planned National Latino March on Washington on Oct. 12. Although their expected numbers are uncertain, Guitierrez hopes the turnout will be equal to or exceed the 1994 Latino mobilization of 250,000 in Los Angeles when Proposition 187 was passed.

During the march, Coordinadora 96 will be making seven demands on Washington on behalf of Latinos. The demands include the following:

1) acknowledging constitutional rights for all Latinos;
2) equal opportunity and affirmative action;
3) the right of children to have an education;
4) maintaining levels of current health services;
5) recognizing and reacting to local police misconduct;
6) having effective labor reform and raising the minimum wage to $7 per hour; and
7) creating an expedited process for naturalization and a human solution to the problem of the undocumented.

According to Guitierrez, many of their demands are in response to conservative cutbacks and threats to social services that have a direct impact on a large percentage of Hispanics. "We feel we are being rejected by a significant number of the American public," he said. "We are being treated as though we are not Americans."

On a smaller scale, Coordinadora 96 also organized a gathering of 300 Latinos at Constitution Hall in Philadelphia on July 4 of this year to symbolize the role Latinos play as American citizens and to express concerns of the Latino community. "In the coming year we want to make sure they take into account our own views," Guitierrez said.

Groups like Coordinadora 96 and Latino Vote USA are direct outcomes of a more conservative political climate that has threatened the social, political, and economic lives of Latinos. But even groups like the National Council of La Raza and the Hispanic Caucus, which have actively lobbied in Washington for years, are finding themselves busier these days. Carmen Joge, civil rights policy associate for La Raza, said they have been actively fighting budget cuts, welfare reform, anti-immigration bills, and threatened changes to affirmative action.

"Usually we find ourselves more proactive as an organization," Joge said. "Now we find ourselves more defensive constantly."

La Raza and the Hispanic Caucus have both been battling the immigration bill (HR 2202), which, among other things, would deny undocumented children education and restrict legal immigrants' access to public assistance. Congress is also attempting to eradicate federal affirmative action laws and repeal bilingual ballots.

"People are getting the picture. Our community is waking up a bit more," explained Joge, who said she is getting requests left and right from communities for advocacy training to fight back against many of these issues.

La Raza has also been engaged in voter registration and education, and has teamed with MTV's Rock the Vote to register 18- to 22-year-olds at fairs and concerts. The organization has been promoting naturalization drives as well and is working with groups outside the Latino community much more so than in the past.

"The people have become more aware that a lot of these things happening don't affect a certain group," said Joge. "There is an increase in hostility and a lack of tolerance—it affects more people than you think."

La Raza has been organizing with groups as varied as NOW, the AFL-CIO Unions, Church Women United, and the American Jewish Committee. And within the Hispanic community, Cubans are also joining in the fight against a conservative agenda they were more likely to support in the past, said Joge.

Meetings between different groups of people have become more than a national phenomenon, however. Increasingly, stronger coalitions among different Hispanic groups are occurring at the local level as well. Demaso Seda, director of special projects for New York's Transport Workers Union of America, has witnessed a great change in the relationship between labor groups and community organizations in the past 20 years. He recalled that in the '70s, his union went into the community to help Hispanics register but never followed through in educating them to organize their political voice. Now, he said, union members are much more active in the community, from attending school board meetings and getting local Latinos more active in their communities, to creating voting and education groups.

"Hispanics are coming of age politically," Seda said. According to him, Hispanics are realizing that the programs that helped them in the '70s and '80s might not stay around and that they have to take destiny into their own hands. "I see a lot of discussion," said Seda about the upcoming elections.

Guitierrez agrees. "The time has come to revolutionize the way the voter participates in this process," he said.

Coordinadora 96 is asking its community to demand accountability from representatives through letter-writing campaigns. And from teaching parents how to be active in public education to creating better channels for addressing issues, Coordinadora 96 is showing Hispanics how to wield power within social systems. The coalition is also identifying and helping to train leadership within groups and building structures for new organizations.

"We have begun at the basic level of social participation," said Guitierrez. "We are creating a mechanism of social and political participation."

Guitierrez expects, if all efforts pay off, that Latinos will represent 15 percent of California's electorate. His predictions are based in part on past figures that indicate an 11 percent increase in the Hispanic vote from 1992 to 1994. "We believe that for the first time it will be true to say that no candidate will be able to win California without the Latino vote," he said.

Approximately 83 percent of Hispanics live in nine states (Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, and Texas) that have 187 of 270 Electoral College votes needed to win the White House, according to NALEO. And in these states, where on average Latinos represent one-fifth of the population, 65 to 75 percent of them have historically cast Democratic votes.

The Clinton/Gore team has already made strong efforts to attract the Hispanic vote, from tremendous outreach to community leaders to an "Adelante Con Clinton/Gore" campaign. The campaign, described as grassroots and community-based, is currently in 19 different states and is composed of local groups organizing support for the Democratic team. The Clinton administration also boasts of having given Latinos more access to administrative positions than ever before.

"We have more Latino appointments in this administration, more federal judges, more political appointments," said Ken Mirales, Clinton/Gore national constituent liaison for Hispanic affairs.

And even if the national elections don't present a close race, Latinos will definitely have an opportunity to affect the local elections in several key states. In Texas, Victor Morales will be the first-ever Latino nominee for U.S. Senate, and in California a big Latino turnout will propel key Latino nominees to state assembly seats and thus make possible the first Latino Assembly Speaker in California.

More than ever, Latinos have an opportunity to affect politics through their vote. Whether the expected one million new registered citizens will have an impact remains to be seen.

But as Guitierrez pointed out, no matter what the consequence, "When the election is over, we will all be in a position to be a part of a concerted effort to better coordinate our electoral politics." In other words, Latinos are learning what it takes to mobilize toward a more representational and organized democracy.

Hispanics in Science: What Does It Take to Succeed?

by Gary M. Stern

Despite the fact that Hispanics, according to most studies, number only 2 percent of all scientists in America, many Hispanics have gained their doctorates and reached the highest level of achievement in science in the country. What does it take to become a Hispanic scientist? What can be done to encourage more Hispanics to become scientists? *The Hispanic Outlook in Higher Education* conducted Q&A's with some of the top Latino/a scientists nationwide.

Dr. France Cordova, former chief scientist at NASA, Washington, D.C. and vice-chancellor for research at the University of California at Santa Barbara.

HO: **Where were you raised, and what sparked your initial interest in science?**

Cordova: Raised in California and educated there, I always liked science when I was a young girl and was attracted to physics. I majored in English but decided that I could be whatever I wanted to be and decided to become a physicist. I had no role models and no one in my background who is a scientist.

HO: **Did you face discrimination because you were a Hispanic female?**

Cordova: No, not at all. The California Institute of Technology was very nurturing. You don't reach levels of discrimination until you get to senior positions, and then discrimination is subtle and has to do with competition.

HO: **What recommendations would you suggest to encourage more Hispanics in science?**

Cordova: The biggest thing is to be exposed to it. Science is not for everyone. You have to have an environment where one's natural inclination can be nourished and brought out. An environment must be created where opportunities arise.

HO: **What were your key responsibilities as chief scientist at NASA?**

Cordova: I was the senior scientific advisor to the head of NASA, developing a common science policy, guiding science priorities, serving as NASA's representative to congressional hearings, being an ambassador for science programs. In an era of declining budgets, I worked with the head of NASA to help set those directions and themes.

HO: **What advice would you give to a Hispanic youth interested in science?**

Cordova: I'm by nature optimistic. Reaching goals isn't for pessimistic people. At all steps of my career, there was someone saying, "I wouldn't do that. You're too old, too young, too inexperienced." There are always naysayers. Ask yourself: What is important to me? What is my vision? Five years from now, what would I want to accomplish? If I could do anything, what would it look like? Say *yes* to opportunity. Every opportunity has a downside. Your vision of yourself and where you're going has to be strong to overcome what you will lose.

HO: **What do you find most satisfying about your work?**

Cordova: Identifying targets and completing them means a lot to me, especially if they're major projects. For example, I'm finishing a major policy paper that the White House commissioned on research integrity for all the agencies of the federal government that do research. This will affect not only federal agencies but will affect all the institutions that do research. In addition, I just finished a major NASA policy on research—peer review, data analysis, metrics—that will be distributed on the Internet. I wanted to return to academia and recently accepted a position as vice-chancellor for research at the University of California at Santa Barbara.

Daisy Delgado De Leon, assistant professor in physiology, School of Medicine at Loma Linda University in Loma Linda, Calif.

HO: When did you first become interested in science?

De Leon: I was born in New York and grew up in San Juan. When I attended the University of Puerto Rico, I had a science teacher named Evelina Ortiz. She was very dynamic, very intense, and she loved researching endocrinology [the study of hormones]. She gave me an opportunity to do research in the lab, working in reproduction.

HO: Very few Hispanics enter the sciences. Were you ever discouraged?

De Leon: It was something that I wanted. There were programs available for minorities in science. I earned a fellowship from the National Institute of Health to pursue doctoral studies at University of California at Davis. I got my doctorate from there in endocrinology.

HO: Why do so few Hispanics go into the sciences?

De Leon: It's because of a lack of good teachers who motivate Hispanic students. Many Hispanic students want to graduate and get a job as soon as they can. They fail to investigate graduate education.

HO: What, if any, obstacles did you face along the way?

De Leon: I faced many, including coming from a poor family that couldn't help pay for graduate school, forcing me to seek out fellowships. I obtained that NIH fellowship based on my grade point average and recommendations. When you participate in a NIH fellowship, people look at you and wonder, "Is she competent, or did she get the fellowship because she's a minority?" My husband, who is a scientist and on the faculty of the school of medicine here, supported me.

HO: What advice would you give a young Hispanic interested in a science career?

De Leon: Join a program that will help you. I'm participating in several programs including the Puente (Bridge) Program, which is a way to bridge scientists with students. I work with Hispanic students, explaining my excitement about science and the opportunities in science for them. I also participate in Alas (Association of Latin American Students), giving community talks to high school students. They don't hear enough of the positives about the opportunities out there for talented Hispanics interested in science.

HO: What are you specializing in now, and why do you enjoy it?

De Leon: I'm doing research in preventing breast cancer. I look at insulin-like growth factors in breast cancer cells to determine how these growth factors stimulate breast cancer and how can it be prevented.

Luz Claudio, assistant professor at Mount Sinai Medical Center in New York City.

HO: Where did you grow up, and how did you first become interested in science?

Claudio: I grew up in Puerto Rico and attended the University of Puerto Rico. I graduated in 1990 from a doctoral program at the Albert Einstein Medical Center. Growing up, I wanted to be many things, including a dancer, photographer, scientist, or doctor. In my teens, I wrote an article with my uncle and submitted it to *Scientific American* about how to clean toxins from the blood, which, of course, was never published. I joined Tribeta, a biology club, which also motivated me. We were interested in ecology and the environment in Puerto Rico. It was hip to be a scientist.

"For too many [Hispanic] kids, science is boring and viewed as too difficult and too much work. They have the same mental blocks toward science other kids have."

Luz Claudio,
assistant professor,
Mount Sinai Medical Center

HO: Very few Hispanics become scientists. Why?

Claudio: Part of it is that they don't see other Hispanics entering the sciences. Too many don't have enough role models. For too many kids, science is boring and viewed as too difficult and too much work. They have the same mental blocks toward science other kids have. I don't know another Latino scientist, and I belong to three departments—environmental medicine, neurobiology, and pathology.

HO: What were the obstacles you had to overcome?

Claudio: The main one was to have fun doing this and to look for the creative parts of my work. What is fun about doing it? What makes you happy about your work? That's the hardest thing. So many things can be unpleasant, like writing grants and justifying the work. I try to make it fun.

HO: What are your responsibilities at Mount Sinai?

Claudio: I'm the director of the community outreach and education program in environmental medicine, directing 10 faculty members and designing programs to increase the understanding of environmental science in the community, including East Harlem and the Bronx. For example, I just finished a proposal looking at the relationship between air pollution and respiratory disease to ascertain why there are more instances of asthma in the Bronx. I also advise five minority college students in environmental medicine and conduct research in blood brain barrier, which restricts passage of substances in the blood from going into the brain.

HO: What advice would you give a talented Hispanic interested in pursuing a career in science?

Claudio: The reality of science in 1996 is it's very hard. The competition is incredible, and the number of opportunities for funding is very low. I've succeeded by finding a combination of expertises that other people don't have and combining them to create a new kind of science. My post-doctoral work was at the Environmental Protection Agency, concentrating on reviewing guidelines to test substances that might be toxic to the brain. If you combine one or two specialties you're interested in, it can create a new type of science that other people might not have seen.

Dr. Joseph Montoya, associate professor of biology and earth and planetary science at Harvard University.

HO: What motivated you to become a scientist?

Montoya: My father was in the Army, so I grew up at various army bases, spent time overseas in Japan, before my parents finally settled in California. I always had easy access to water and became interested in marine science in grade school. I never faced any discrimination at Army schools, which always had very diverse populations. I gained my doctorate in biology at Harvard University.

HO: What do you specialize in?

Montoya: I work on biogeochemistry, specializing in biological and geochemical aspects of nutrient cycling, studying the way nutrients affect relationships between organisms. I focus on nitrogen and how the ocean works, which affects fisheries and how the planet will respond to injection of carbon dioxide.

HO: Why do so few Hispanics enter the sciences?

Montoya: Part of it is that many scientifically talented minority students are drawn into professions that have a more immediate relevance and a more direct way to interact with people in their community. Science can be a tough sell since it might not be rewarded as much as other professions.

HO: How can we encourage more Hispanics to enter the sciences?

Montoya: Strengthen the science curriculum in high school, and strengthen the entire curriculum. We see too many students who don't write well. Scientists must write well to publish and sell our ideas.

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The Art of Healing

by Roger Deitz

Dr. Eliseo Torres was born in the small town of Poteet, Texas, located south of San Antonio. As a young Mexican American growing up in south Texas, he became acquainted with many traditional Mexican folk healings known as *curanderismo*. Among the region's Hispanic population, these old remedies were routinely applied to treat such common ailments as colds or stomach aches.

At the time, young "Cheo" Torres thought little about the nature of these curious treatments. "I didn't know why my mother and relatives did what they did, but it seemed to work," recalls Torres, who is currently serving as vice president for student affairs at The University of New Mexico.

Torres is the author of two books on the subject of Mexican folk medicine: *Green Medicine: Traditional Mexican-American Herbal Remedies*, and *The Folk Healer: The Mexican-American Tradition of Curanderismo*. A portion of his large collection of herbs, amulets, and other Mexican folk healing paraphernalia are on display at the American Botanical Gardens in Washington, D.C., and Torres is a regular exhibitor at the annual Texas Folklife Festival in San Antonio.

Although aware of the practice of *curanderismo*, Torres didn't begin to study it seriously until 25 years ago when he left a position with the Texas State Department of Education in Austin and moved to Kingsville, Texas, to take a job with Texas A&I University, a school now part of the Texas A&M system. It was there that he met a *curandero* or healer from Del Rio, Texas. The healer, a teacher, gave a talk on the *curanderismo*. It rekindled Torres' interest.

"I learned a lot from Mr. Juan Morin," recalls Torres. "I was hooked for life on a passionate hobby that, over the years, led me to study in Mexico where I apprenticed under several noted practitioners of traditional Mexican folk medicine."

SNAKE
A TRADITION OF BELIEFS
FOLK HEALING

> **"We keep hearing every so often that old ways might not be as bad as some 'experts' made them out to be. Many forgotten old cures actually have turned out to work; they've been rediscovered by scientists and the medical establishment."**
>
> **Dr. Eliseo Torres,**
> **vice president for student affairs,**
> **University of New Mexico**

In the modern world, why would someone want to study this old healing art? Torres says proudly, "There are many reasons. Firstly, in the '90s I have discovered that people are looking for their roots. This is especially true of Hispanics. Many of them have been exposed to some types of folk remedies as kids. They seem to forget them, or they didn't understand the history of where the practices came from—why their mother, grandmother, aunt, or the local *curandero* did what they did."

Torres believes that this is a subject that allows a people to rediscover their heritage, in this case, where such a rich tradition of folk medicine and folk healing comes from.

"But there are other reasons to study *curanderismo*. We keep hearing every so often that alternative medicines show promise, that all the old ways might not be as bad as some 'experts' made them out to be. Many forgotten old cures actually have turned out to work; they've been 'rediscovered' by scientists and the medical establishment. That is why there is more of an appreciation for studying alternative medicine. It's 'in' now; people are curious; they want to know more about alternative healing."

Torres started out by collecting herbs and amulets. Then he studied rituals to learn why healers did what they did. Now he focuses on both aspects of *curanderismo*, the use of "green medicine," which is the use of traditional Mexican American herbal remedies, and the actual rituals and practices themselves.

"At first I concentrated on the herbs," Torres recollects. "It was natural to begin there, remembering as I did that for every illness and with every ritual there would always be a freshly brewed cup of tea. For example, tea made with anise (anis estrellado) will soothe a cough while borage (borraja) will reduce a high fever." Torres notes that *curanderismo* was not used wholly in place of modern medicine.

"Most Mexican parents knew when to use folk medicine and when to call a physician," he said.

After studying herbs, Torres delved into the more mysterious *curanderismo* rituals, which are patterned ways of treating various illnesses. He says that many of these practices involve the use of an egg, an object believed to have the mystical property of being able to absorb "negative influences" such as sickness from a patient.

Torres notes that the most common ailments treated by *curanderismo* are "mal de ojo" or the evil eye, which comes about through excessive admiration; "susto," translated as the loss of spirit; "empacho," a blockage of the intestines that causes diarrhea; and "mal aire," akin to an upper respiratory infection. Torres observes that *curanderismo* is extremely popular in third world and Latin American countries where people are poor and traditional Western medicines are not always available. Because *curanderos* usually charge little or nothing for their services, treatment is accessible.

"I feel I'm helping to let this teaching out of the closet, "Torres emphasizes. "People practiced a lot of these things, but they usually didn't discuss it; they kept it in the closet. I often say it is like sex—people do it, but they don't necessarily discuss that fact. It's the same with some folk medicine practices. Very little has been written about the topic, and much of what is known was passed down by word of mouth, and that has resulted in some misunderstandings about the topic.

"By writing about *curanderismo*, I am encouraging people to study it more. There is a lot of research now in the rest of the world, but here in the United States we haven't done much research, we've depended too much on modern medicine, I guess, and forgot about some of the basics."

Many of the students who hear Torres' charismatic lectures become interested in the topic. In the past, when he has taught courses on folk medicine, the classes have been packed, sometimes with four to five times the number of students planned for. Often, they are nursing students, or those who might someday apply the information practically.

Since arriving in New Mexico last January, Torres has met with several Albuquerque area *curanderos* and become familiar with the local herb stores.

"There is definitely an interest out there among Mexican Americans, and a hunger for knowledge from their heritage. People here in New Mexico have been most receptive and interested in this ancient healing form."

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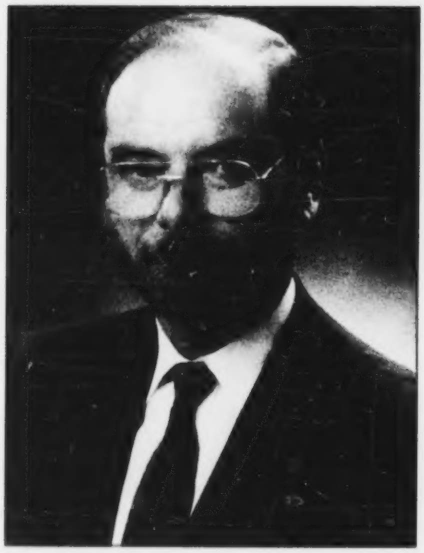
THE ASPIRA MOVEMENT: 35 YEARS



by Ronald Blackburn-Moreno, national executive director, ASPIRA Association, Inc.

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This is a very special year for ASPIRA. We proudly celebrate 35 years of service to the Puerto Rican and Latino community, and as part of our celebration we hosted our highly successful first National Conference in May in Washington, D.C.

The ASPIRA National Conference was no less an expression of our extraordinary successes of the past as it was a reflection of our vision for the future. Since our beginnings in New York City in 1961 with our first counseling program, our first cultural events, and our first ASPIRA Club, ASPIRA has turned into a major force in education and leadership development of our young people. Today, tens of thousands of Puerto Rican and other Latino students walk through our doors each year in six states—from Illinois to Puerto Rico.

We operate alternative schools, large community service programs, health education and promotion initiatives, local and national internships, educational enrichment, counseling and GED programs, and significant parental involvement programs—all to improve education for our young people, to develop leaders, and to bring about change. Most importantly, we continue to expand our core—the ASPIRA Clubs. We have become a nationally-recognized and effective advocate for education, and we have developed a solid organizational base that will ensure our stability well into the next century.

ASPIRA has certainly had its share of ups and downs over the years. However, we have come out stronger after every challenge. I have seen many organizations and many good-intentioned and committed people who haven't fared as well, which makes me ask: why has the ASPIRA movement been so successful? Where does ASPIRA's power come from?

ASPIRA's success, of course, is closely related to the lack of success of the Puerto Rican and Latino community over the last 35 years in tearing down the walls that bar us from any kind of equity in this country. Puerto Ricans, and Latinos generally, are not much better off than they were 35 years ago: urban poverty, poor schools, lack of overall educational access, dependency, rejection, are as bad today as they were then if not worse. Many of our children are suffering just as much. We are still struggling to get a decent education for our children and to have the same opportunity as others to develop our community.

But our success is also related closely to the vision, thoughtfulness, and leadership of those who started ASPIRA 35 years ago and those who, over the years, have refined our way of serving our youth. They developed the most comprehensive and effective leadership development framework for our youth. The mission they developed, we reaffirm 35 years later and is still what drives us. The ASPIRA Process, our method of developing self-confidence, leadership, and pride in our heritage among our youth, is still at the core of our work. The ASPIRA Clubs remain the foundation of our youth-centered organization. And our commitment to the Puerto Rican community is stronger than ever.

For its 35 years, ASPIRA has been much more than an organization. Ask any ASPIRANTE. It has been a movement, a movement within the Puerto Rican community in our struggle to overcome economic dependence and social discrimination.

To those who have built this movement, my personal congratulations on ASPIRA's 35th anniversary. To our friends and supporters, our thanks. To those who will follow us, may their commitment be as unwavering as those who preceded you. To our ASPIRANTES - *Adelante.*

Community Colleges NAHFE The Maria Paradox Dr. Antonio Rigual ASU Upward Bound

OCTOBER 25, 1996 VOLUME 7 • NUMBER 5

THE HISPANIC Outlook IN HIGHER EDUCATION

THE MARIA PARADOX

How Latinas Can Merge Old World Traditions with New World Self-Esteem

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OUTLOOK **ON WASHINGTON**

Presidential Candidates Focus on Election

by Ines Pinto Alicea

President Bill Clinton and Republican presidential candidate Bob Dole say that cutting Americans' taxes is a key issue of the 1996 campaign. But each has approached the issue differently with broad-based tax reduction for all Americans.

Many higher education officials say they are heartened by Clinton's numerous education proposals, particularly since the Dole campaign has focused primarily on school choice at the elementary and secondary levels.

"There is a very clear difference between the priority the president has assigned to higher education and the relative neglect in Sen. Dole's higher education initiatives," said Barmack Nassirian, director of policy analysis for the Washington-based American Association of State Colleges and Universities.

David Merkowitz, director of public affairs for the Washington-based American Council on Education, said Clinton's focus on education helped him win the 1992 campaign. "From his actions in office, you can tell he cares about these issues, but he also sees there is political advantage in them," Merkowitz said.

But several educators interviewed for this column said Clinton's proposals so far have a number of shortcomings that must be addressed. Moreover, they said the president will face a great deal of opposition to his initiatives in the Republican Congress.

"We have serious misgivings about the specifics of what he is proposing," said Nassirian. "The proposals will not do too much for access to higher education for those most at risk or for the most needy."

While Nassirian said he agrees that middle-income families are increasingly facing financial difficulties due to the rising costs of higher education and are looking for and deserve relief, he added that the relief should not be given at the cost of lower-income families.

"Middle- and upper-income families are already participating in higher education at near saturation," he added. "The group that is forgotten is the low-income students. Their participation is dismal."

Ricardo Martinez, executive director of the Washington office of the Hispanic Association of Colleges and Universities, is more pragmatic, saying that the proposals are merely a starting point. "Any proposals that allow the Hispanic population to have more access to higher education should be welcomed by the community," Martinez said.

President Clinton has proposed three election-year initiatives to make college more affordable. All three proposals strike at the core of a key concern in higher education—rising tuition costs.

It is these tuition increases that are alarming families across the country—and deservedly so. Chester Finn and Bruno Manno, of the Hudson Institute, wrote recently in *WQ*, the Woodrow Wilson Center's quarterly, that in 1980, annual tuition and fees at public and private four-year institutions were 4 and 17 percent respectively of median family income. Today they are 9 and 38 percent.

"America knows that higher education is the key to the growth we need to lift our country," President Clinton said in announcing the tax credits this summer. But because of "cost and other factors, not all Americans have access to higher education. Our goal must be nothing less than to make the 13th and 14th years of education as universal to all Americans as the first 12 are today."

All three of Clinton's proposals would require congressional approval. The proposals are as follows:

- A $1,500 tax credit for the first year of postsecondary study for all high school graduates from families that earn less than $100,000. To retain the credit for the second year, the student would have to maintain a B average, stay off drugs, and be defined as having no felony drug convictions.

Clinton chose $1,500 because it was intended to cover the cost of the annual community college tuition, although the tax credit could be applied for any college, public or private. The average yearly tuition for community colleges is $1,200.

To use a tax credit, taxpayers would determine what taxes they owed and then would deduct $1,500, or the actual amount of tuition paid if it were lower, from their federal income tax. In some cases, the credit would create or add to a refund.

- A tuition tax deduction. Under this proposal, families would subtract $10,000 from total income and then pay taxes on the balance.

Taxpayers would decide whether they benefit more from a credit or the deduction. White House aides said a tax credit would be more helpful to the typical middle-class family than would the tax deduction, which would disproportionately help those with higher incomes who itemize deductions. Nassirian and other educators expressed concern that the tax credit aimed at poorer students contains a performance-based standard while the tax deduction does not. They also expressed concern about making needy students wait for reimbursement of their funds.

"For those people who have money, [the tax proposals] would be a windfall, but for those who don't have money, they will have to wait up to 16 months to get the [benefit]," said Nassirian.

The combined cost of the tax credit and deduction would be $42.9 billion over six years, according to the White House. About $35 billion has already been accounted for in the president's budget proposal. The administration has proposed raising the remaining $7.9 million by limiting tax deductions for multinational corporations, auctioning radio spectrum rights, and increasing the passenger departure fee for international travelers.

- A $130 million program to provide $1,000 merit scholarships to every high school student who graduates in the top five percent of his or her class. The scholarships would be for one year only and would not be based on financial need. The proposal has had its critics.

"It is a program that will award scarce federal money we do not have to people

contined on page 9

NAHFE Takes Aim at Hispanic Underrepresentation

by Jennifer Kossak

When the President of the United States established the Hispanic Employment Program (HEP) 27 years ago, there was some hope that a battle against the underemployment of Hispanics in federal government had begun. By 1994, it had become clear that the HEP's battle had failed. In July of that year, the National Association of Hispanic Federal Executives (NAHFE) published a study indicating that Hispanics have continued to be underrepresented in federal government posts.

The study, known as Project ALPHA, was an outgrowth of NAHFE's effort to enhance the opportunities for Hispanics to serve the federal government in senior-level positions. Since its inception 16 years ago, NAHFE has sought to dispel the myth that there is a dearth of qualified Hispanic applicants for high-level professional posts. To that end, the organization strives to identify potential candidates, encourage the career advancement of its members, and provide role models and scholarships to Hispanic students.

Given NAHFE's goals, Project ALPHA's analysis of the executive development training programs at 15 federal departments and the employment profile of Hispanics in key government service posts could have been viewed as a dead end. Instead, it became a point of departure.

The NAHFE-sponsored report did caution that the continued underrepresentation of Hispanics could not be tolerated without producing a detrimental effect on the Hispanic community's faith in the fairness of the system. However, in combination with its critique, Project ALPHA exhorted governmental departments to review career and training programs to allow for full representation of minorities, and to establish "qualifiable goals for increasing Hispanic workforce representation and insuring measurable participation rates in executive and management career development training programs."

NAHFE began to take shape in the summer of 1980. At that time, a group of Hispanic executives who had been inspired by a U.S. Office of Personnel Management program decided to form an organization that would serve as an advocate for other Hispanic Americans. This new organization was established with a goal of focusing on education, employment, executive leadership development, and the protection of civil rights. The organization was originally established as the Association of Hispanic Federal Executives—a name it retained until 1992, when the group expanded to encompass the entire nation. The association has been incorporated in the District of Colombia since 1984.

Today, NAHFE includes a total of 500 members in its seven regions throughout the United States. Members of this nonprofit, nonpartisan professional corporation include federal employees at the GS/12 level and above (senior management positions), military personnel at the rank of captain or above, and state, county, and municipal employees whose posts would be the equivalent of GS/12 or above.

NAHFE's national officers include President and CEO Manuel Oliverez, Vice President Emma Moreno, Secretary Carmen Nydia Olmeda, and Treasurer Merrell C. Cashion, Jr. NAHFE's regional chapter directors are Yvonne Rodriguez, Denver, Colo.; Gilbert Chavez, Dallas, Texas; Frank A. Valdes, Kent, Wash.; and Manuel Oliverez, (Pentagon chapter) Herndon,Va.

> *"We're all trying. The whole effort is to bring Hispanics into government and make sure we're in a position to help. We want to make sure that Hispanics get a piece of the action."*
>
> **Gilbert Chavez,**
> **National Association of Hispanic Federal Executives**

Gilbert Chavez, who is a founding member of NAHFE, acknowledged that the organization faces intrinsic challenges. "It's tough," he said. "You're in government and trying to tell government, 'You're not recruiting enough Hispanics.'"

Chavez is employed by the U.S. Department of Justice in Dallas, Texas, where he helped establish the Region 7 NAHFE chapter in 1992. Over the 31 years he has been employed in the government, he has become aware of several constants—the constancy of change in particular.

"What's frustrating is the change of people in government. We find ourselves starting all over again," Chavez noted. "We did well with the Bush administration and we're doing very, very well with President Clinton," Chavez added. "We're all trying. The whole effort is to bring Hispanics into government and make sure we're in a position to help... We want to make sure Hispanics get a piece of the action."

Carlos Esparza, a charter NAHFE member and retired federal employee, remains supportive of the organization's objectives. "I expect that someday, [NAHFE] will function very much like the Senior Executive Association, which represents the career senior executives in federal government, so that it serves its members in a concrete and tangible way. I know that in some parts of the country, it is already performing in that manner," Esparza said.

He pointed, in particular, to the strength of the Region 3 Dallas chapter. At present, NAHFE's Region 3 organization is in the process of reaching out to students, one of NAHFE's main goals.

Asked about his chapter's progress, Chavez explained that the local NAHFE organization recently formed an Education Committee to help combat the high drop-out rate. "The statistics are horrible," Chavez stated bluntly. He explained that Dallas has suffered from an unusually high number of dropouts in comparison with the national average. "Our kids are not getting out of high school," he added.

With this concern in mind, NAHFE's Dallas organization recently established a fund-raising golf tournament to provide scholarships for local students. Chavez said he envisions a program involving mentorship in the region's schools. NAHFE members, he added, will become visible mentors who will "show the kids that it can be done and try to help them identify resources. Sometimes our community is not aware of scholarships."

Stressing his belief that the regional level is the place to effect change, Chavez expressed his desire to see NAHFE chapters in every state. "We do good for the country," he concluded, "and make sure government is going to serve the Hispanic population."

NAHFE President and CEO Manuel Oliverez characterized his participation in the organization as an avocation. "It's an opportunity to serve and express my love for my community," he explained.

Oliverez, who also serves as regional director of NAHFE's Pentagon chapter, noted that NAHFE members meet regularly with the heads of federal agencies to monitor, and bolster, Hispanic representation in each area. "We work very closely with the agencies, stressing the need to employ Hispanics," Oliverez said.

He explained that NAHFE also requests announcements from each governmental department with an eye toward recruiting for senior management positions. The organization has also availed itself of the latest technology: NAHFE has a homepage on the Internet, including a menu item on job opportunities, and disseminates e-mail job announcements. The group's Executive Leadership Applicant Referral System helps to match applicants with employment openings.

The group sponsors career development and training seminars, and holds a national conference, known as the Executive Leadership Development and Recruitment Training Conference, each November before Thanksgiving. NAHFE also conducts a series of seminars on executive leadership development and diversity training through its Training Institute.

"I think our biggest accomplishment has been being recognized as a player in the Hispanic community," Oliverez commented.

Referring to Project ALPHA, Oliverez indicated that NAHFE will continue to issue studies of any progress Hispanics make within the framework of the federal government. One of the objectives is to develop a trend analysis. He commented that the group's future goals also include membership expansion and further attention to research and policy analysis.

"The bottom line is that Hispanics are underrepresented across the board," he added, stating that Hispanics have historically experienced disparate treatment. Oliverez, however, says he sees the glass as half full. "If you take the long view, you are optimistic. It's best to have that kind of attitude."

Progress, Oliverez insists, is relative. Noting that any positive impact is welcome, he said, "*Cada granito de arena* [*es bienvenido*]."

Placing the Emphasis on "Community"

Three Community Colleges Reach Beyond Their Campuses to Address the Issues of the Residents They Serve

by Joyce Luhrs

With community colleges the first stop for many Hispanic college-bound students as well as many newly arrived immigrants, it's not surprising that these institutions have developed new roles for themselves in their communities.

Santa Fe Community College, Hostos Community College, and Miami-Dade Community College are three schools that have branched beyond their academic walls into the larger community using a hands-on approach to address environmental problems, conflict mediation, leadership development, and literary appreciation.

Santa Fe Community College

Santa Fe Community College developed a model that responds to emerging community needs through a community-based approach to address educational and leadership issues facing the culturally diverse population of Hispanics, Anglos, and Native Americans in the city of Santa Fe and the surrounding area.

Building on the accomplishments of its Intercultural Community Leadership Project, the Comprehensive Community Change Through Educational Partnerships Project was set up by the college to provide training in leadership development for all age groups and sectors of the community ranging from youth to senior citizens. Using integrated approaches, holistic thinking, and new technologies, the program accesses existing community resources and employs collaborative methods to solve problems that strengthen the Santa Fe community.

With $1.2 million awarded for the current round of two four-year grants from the Kellogg Foundation, the first segment of the grant concentrated on leadership development, and the second portion of the grant focuses on the creation of collaborative partnerships. Specifically, the program is looking at how partnerships can multiply existing resources to solve community problems.

The college's actions were timely. With Santa Fe's sudden and sharp increase in population, the new neighbors were seen as a threat to the old way of life in Santa Fe and to the cultural traditions of the city.

"We are really in transition in Santa Fe," said Rita Martinez-Purson, dean of continuing education at the college. "The community is certainly undergoing a great deal of change because it is a very traditional community that has been here since the late 1600s and of course has a long-standing history and tradition, both with Hispanic peoples and Native American peoples.

> **"We are developing a more effective K-12 effort to help bring Native American students into the community college and to help them make the transition into careers."**
>
> **Rita Martinez-Purson,
> dean of continuing education,
> Santa Fe Community College**

"What's happening is that because the new population has grown dramatically and the population has changed recently, it has become a real tourist mecca. And now there's an over commercialization of things. Tourists are coming in and staying, and many million-dollar homes are being built. The value of property has gone up dramatically, and the local people have difficulty buying property, which has created conflict between different ethnic groups in the community."

One part of the partnership project involved the creation of a community-based facilitator corps. To date, 60 people have attended training sessions on conflict resolution, intercultural awareness, and intercultural communications skills. After completing this phase of training, community members have moved on to the next level, serving as community facilitators.

A major thrust of the project is to develop the consensus and decision-making skills of community members through new methods of decision-making. To achieve this, the project coordinators developed partnerships in the community through the public school initiative and the pueblo initiative involving an extensive outreach effort.

"We are developing a more effective K-12 effort to help bring Native American students into the community college and to help them make the transition into careers. We are also working with pueblo agencies (social service agencies) and, in particular, with Native American educational programs that might not have early ties into the pueblo schools per se," said Martinez-Purson.

"We are partnering with Saint Catherine's Indian School and with the Native American Prep School as well to help the counselors in these schools work more effectively with their students," she added.

The project has been a success with over 400 youngsters and 500 adults served.

"It's a real community pride because of our long-standing history. There's a common ground for all peoples. My people have been here for centuries, and these people have that sense of tradition," said Martinez-Purson.

Hostos Community College

Located in one of the poorest and most economically disadvantaged parts of the country, Hostos Community College serves not only its 5,000 students but the community surrounding it in the Bronx. The college's cutting-edge and model geographical-information systems program is addressing the environmental issues of the entire Bronx.

"With over 20 agencies from the borough working with us, the college has set up a one-of-a-kind program in the country that overlays the geography of the Bronx with its census tract, health issues, and environmental complaints," said Awilda Orta, dean of planning.

The need for such a system is evident from the serious health problems that people suffer from in this borough of New York City.

"The Environmental Protection Agency found that the Bronx has the highest incidence of asthma in the country. With this new geographical-information system, the college will be able to tell on any given block where a building goes up what are the potential health concerns, the population of the area, the location of nearby schools, and identify the environmental problems," Orta explained.

With Congressional support from Jose Serrano and the late New York State Senator Joseph Galiber, community groups launched this collective effort with the college. Supported by a grant from the Environmental Protection Agency and an additional $100,000 grant from the borough president's office for computers, the project just completed its first year. Using a train-the-trainer method, the first group of trainers will number around 30, and then with a multiplier effect, several hundred people are expected to be trained, with a goal of 200 trained and out in the field by June 1997.

"The goal is to establish 20 neighborhood sites throughout the borough in libraries, schools, and government offices, to provide the computer technology, and to allow the lady who lives down the street to come and use the technology," said Orta.

"The first level will be to computerize the 20 sites, and then they can call into us and ask questions. The last phase will be an aggressive training program to look in their homes for environmental problems."

The community college has other programs that include people in the larger community, such as University in the Market, which involves industrial sites that have several hundreds of businesses that need language and computer training for their employees. Participants can opt to take courses on the college campus or even at Hunts Point Market.

A second program, the Women's and Immigrant's Rights Center, provides counseling and legal advice such as developing wills for women terminally ill with AIDS who have children and need to make sure their families are taken care of. An outreach program works with six different high schools to prepare their students to come to college.

"We give them computer training and applied math and science because the Bronx has some of the worst science labs in the city. They learn applied science and get hands-on experience," said Orta.

"For example, they had a project on hydroponics and built the stands and did the entire project. These are kids from different schools coming on afternoons, on Saturdays, and in the summer," said Orta proudly.

The devotion of the students to the program is evident with attendance increasing to 92 percent in their schools, a rate that ranks second best in attendance only behind the nationally renowned Bronx High School of Science.

Miami Dade Community College

Created in 1984 as a joint effort between the Miami public library system and Miami-Dade Community College, Miami Book Fair International has been called the finest and largest literary event of its kind in the United States.

Although the library is no longer involved, the fair continues to heighten the public's awareness of books, an awareness that, according to Alina Interian, "promotes a love for reading in our multiethnic community."

With the population surrounding the college roughly more than 50 percent Hispanic and the balance made up of Anglos and African Americans, this literary program of more than 250 authors reflects the cultural diversity of the community.

The main event, a book fair, takes place over eight days in November and combines two elements. The first is the outdoor display of nearly 300 national and international exhibitors selling their books directly to the public. The book fair also includes an antiquarian annex, a children's alley designated for exhibits and stages featuring educational and play activities concerned with literature for children and young adults, and epicure row, an outdoor area where chef authors give cooking demonstrations using recipes and techniques presented in their cookbooks.

"We literally close the streets around the campus, booths go up, and exhibitors can sell their books," said Interian. "Several hundred thousand people come through," said Interian, executive director of the nonprofit organization based at Miami-Dade Community College.

With support from local and national foundations, government agencies, and corporations, the annual event draws over 500,000 visitors.

The second part of the book fair is the Congress of Authors, bringing in more than 250 authors of national and international repute representing all genres of writing. Such illustrative authors have included Maya Angelou, Pablo Antonio Cuadra, Jonathan Kozol, Betty Friedan, Carlos Fuentes, Anne Rice, Sidney Sheldon, Susan Sontag, Yevgeny Yevtushenko, Oscar Hijuelos, and John Updike. Throughout the event, the authors conduct readings, give lectures, and participate in panel discussions on a variety of topics.

A special feature is the presentation of 25-30 authors from Latin America and Spain, who read their works in Spanish. To pull off this event on such a grand scale requires people power, and Interian draws upon over 20 different committees and calls in 1,000 volunteers made up of college students and faculty and community members.

"The community feels a sense of ownership for this event," stated Interian. "They really relish that.

"I get a lot of calls saying 'I want to be involved. I want to volunteer.' They work in various capacities as ushers, and they watch the kids in different activities. There's a lot to do in taking care of our visitors. Without these volunteers, we couldn't put together this event," she added.

To serve children and young adults, the fair brings thousands of students from 48 public and private schools to listen to the authors. The organization's outreach program also brings authors to Miami and directly to the schools.

"The students get really motivated to hear the authors who they have been reading in school. We hope that this will turn them into lifetime readers," said Interian.

The activities of the fair's nonprofit corporation have now expanded to include the scheduling of other activities throughout the year, such as writing workshops, evening presentations of authors, panel discussions, and literary performances.

contined from page 4

who do not need the funds," said Nassirian. On the campaign trail, Republican presidential candidate Bob Dole criticized Clinton's proposals, saying, "There he goes again... Who knows what taxes he'll increase if he should be reelected?"

The Dole campaign has offered limited proposals in education. Instead, Dole has called for a tax cut for all Americans, a tax cut that has some educators shuddering over its implications.

Nassirian said that although Dole has not said he intends to cut the federal education budget, it is likely that it will be reduced to finance the tax cuts.

"It doesn't take too much effort to see that domestic discretionary spending will be on the chopping block, and that's where most of our funds are," said Nassirian. "Higher education funding would likely be under enormous duress under his economic reordering."

Others are a little more optimistic about the Dole campaign. Merkowitz said that even though Dole has not chosen education as a major plank in his platform, he was a "fairly consistent supporter of financial aid programs" when he served as a senator from Kansas. So far, Dole has offered two major education proposals, according to his campaign. They are:

- An Education Consumer's Warranty for public schools parents. The warranty is a list of 10 assurances that all public school parents will receive "in exchange for contributing their hard-earned money and entrusting their children to the American public school system."

Dole said the warranty would guide every education policy he makes as president. Among the assurances are that children will attend a safe school, learn the three R's through proven methods, arrive at college prepared to do [first-year-student]-level work, attend a school not tied down by federal red tape, and learn the nation's history and democratic values and study the classics of western civilization.

- Provide cash scholarships of at least $1,000 to elementary school students and $1,500 to high school students to attend the public or private school of their choice.

Dole said his $2.5 billion proposal would reach about 10 percent of elementary and high school students and would not increase the budget deficit because he would eliminate or cut other education programs to fund the scholarships.

"Some families already have school choice," Dole said. "They have it because they happen to be wealthy. I want all of our children to have the same opportunities."

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AA/EOE

BOOK REVIEW

The Maria Paradox:

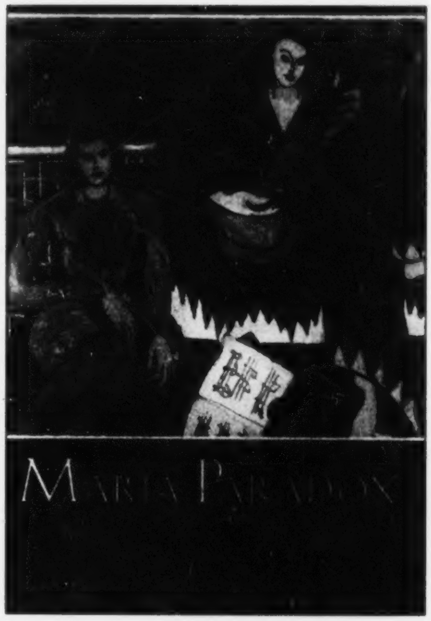
How It Stifles Latina Women and How it Can Be Overcome

by Gary M. Stern

What are the effects of a Latina's being raised to be the perfect daughter, the selfless wife who is devoted to others at the expense of herself? Authors Dr. Carmen Inoa Vasquez and Dr. Rosa Maria Gil in their 1996 book *The Maria Paradox: How Latins Can Merge Old World Traditions with New World Self-Esteem* (G.P. Putnam's Sons) show the damaging effects of what happens when Latina women come to America and clash with American values.

Faced with an American culture that promotes independence, self-fulfillment, and assertiveness, Latinas can easily become overwhelmed by stress, conflict, and guilt. Vasquez and Gil introduce the term "*marianismo*," the female counterpart to *machismo*. They define *marianismo* as an ideal that women are expected to follow that encourages them to strive to become the perfect wife and daughter. The ramifications of the "Maria Paradox" discourage Latinas from pursuing higher education and lead to depression, spousal abuse, and sustained stress.

Gil, a Cuban native who emigrated to the United States in 1961, resides in Manhattan, and serves as senior vice president with the New York City Health and Hospital Corporation, said that *machismo* encourages men to be strong, assertive, and dynamic, and to take the lead, while *marianismo* conditions women to be submissive, passive, and subordinate in their relationships with men. Living in Latin and South America, where *marianismo* predominates, women might face problems, but, at least, they blend in with the prevailing culture. If she emigrates to the United States, this *marianismo* clashes with American values, which suggest that women assert themselves, have independent careers, or choose to live on their own when they are single.



Exposed to this new culture, a Latina woman often feels inadequate. She questions her abilities, wonders about her limitations, and wants to expand her boundaries but feels trapped by cultural norms. Hence her self-esteem is lowered, Vasquez says, who was born in the Dominican Republic, emigrated to the U.S in 1958, resides in Queens, New York, and is director of clinical internship in psychology at New York City's Bellevue Hospital. Latina women see American women branching out and want to emulate them, but the Latin culture restricts them. Stay at home, take care of your children, listen to your husband, the provider—these are the subliminal and explicit messages that she incorporates. If the woman is told that she cannot do certain things, she absorbs that message, feeling inadequate.

This concept of *marianismo* has an impact on a Latina woman's thirst for education and desire to obtain higher education. Latina parents often send a message to their daughters to develop their skills around the house, to focus on becoming a mother, their primary role in life, observes Gil. Education is often considered important but secondary to becoming a mother. Latina women do not fully put their energy into higher education, she says. As a professor at Columbia University, she observes many Latinas who are passive in class, do not ask questions, and acquiesce to a professor's authority. If early in life, women are told they can cook well, be adept at household tasks but are not intellectually gifted, they will often incorporate that message.

The book is called *The Maria Paradox* because women cannot be two conflicting things simultaneously. A woman cannot be sexually fulfilled and at the same time pure and chaste. She cannot be a sexually fulfilled single woman who is living by herself and gain her parent's approval. Living and experiencing this Maria paradox can result in serious problems to individuals and families, suggests Vasquez. She has treated Latina women who have been abused but refuse to press charges because of a blind devotion to family.

"I don't like that he comes home drunk," they will say, "but he is a good provider. What am I to do?" they ask rhetorically. Victimized and powerless, they fail to see that their culture prevents them from acting in their own defense. It is very conflicting to determine what

Carmen Inoa Vazquez, Ph.D.
co-author,
The Maria Paradox

you can keep from the old culture and take from the new culture. Trapped between the two cultures, Latinas want to be American but do not want to forsake their roots, she says.

Bridging the gap between the cultures by adapting to America while maintaining one's roots can solve a Latina's dilemma. *The Maria Paradox* suggests that certain positive cultural values—love of the family and sense of respect for elders—can be maintained, but it notes that certain values will conflict with the new culture. The woman who chooses to be submissive and lady-like and withholds expressing her needs will likely not succeed in the business world, climb the corporate ladder or become a risk-taking entrepreneur.

While the second-generation Latina is adapting to American values, the authors suggest that Hispanic parents born of another culture must also adjust to America. One 13-year-old girl that Vasquez treated felt humiliated when her grandmother held her hand as she accompanied her to school.

"Respect must go both ways," says Vasquez. "In this country, holding a 13-year-old girl's hand on the way to school in front of her peers is a no-no. Saying to a Latina teenager that Hispanic girls do not date is not adjusting to American culture."

How can Latina women overcome this paradox? Learning to make one's own choices and feeling good about them are key. When a 26-year-old Latina asserts her independence and says that she wants to live alone and start a career, she must believe in this decision even if her parents raise objections. It takes a strong personality, a willingness to determine goals and pursue them, and developing a support system of women who have common goals, observes Gil. You are your own choices, the book declares.

A woman needs to learn that what she learns in childhood is not written in stone, notes Gil. Learning to compromise between the values of growing up and establishing one's own values is key. She must ask, "How can I do this without feeling guilty or depressed about my choice?" If a family member tries to undermine a Latina by making her feel guilty, resisting his/her negative influence is vital. Latina women—in order to attain their goals—might choose to withdraw or recede from their family. They might choose to stay close, but maintain some distance.

Vasquez says that *marianismo* is not unique to Hispanics and might be exhibited in other cultures—but does prevail among Latinas. She attributes its preponderance in Latinas to the effects of Hispanic Catholicism and turning Latinas into Virgin Mary-like figures.

The new American Latina who reads this book and takes its message to heart can learn to feel comfortable about both cultures. She can maintain closeness to the family that she loves and still be true to herself, asserts Vasquez. She will have more control over her life and will initiate actions out of her own volition, not out of guilt. She will also feel a sense of entitlement and deserving and will not feel guilty about asserting her own needs.

How can the cycle of *marianismo* be broken? "Latinas," avers Dr. Gil, "need to rethink 'How do we raise our children? Must we make our boys very rigid so as men they will not cry? Must women be so passive and stifled in their ambitions?'" Gender behaviors are very old, she adds, but can be broken.

"Latina parents often send a message to their daughters to develop their skills around the house.... Education is often considered important but secondary to becoming a mother."

Dr. Rosa Maria Gil,
co-author,
The Maria Paradox

A Homecoming to Savor

Dr. Antonio Rigual Returns to Our Lady of the Lake

by Roger Deitz

On a national scale, few have contributed more to the advancement of the fortunes of Hispanics in higher education than has Dr. Antonio Ramon Rigual. His concept of the Hispanic Association of Colleges and Universities (HACU) began as an alliance with no paid employees in 1986, then by 1991 grew to employ a staff of 23, run on a $1.5 million annual budget, and establish offices in San Antonio, Texas, and Washington, D.C. Rigual headed HACU as its founding executive director and president from May 1986 to August 1991.

Last June, Rigual returned "home" to Our Lady of the Lake University in San Antonio to reassume the position of vice president for institutional advancement, a job he had held at the school from 1985 to 1988. In his fund-raising role, he will lead the university in its current $10 million capital campaign aimed at building a new library. Also, Rigual will direct alumni relations, public relations, and publications. Under his former tenure, student enrollment increased more than 50 percent, and contributions reached the highest level in the institution's history.

Sister Elizabeth Anne Sueltenfuss, president of Our Lady of the Lake University, said she is pleased to have Rigual return to the institution where he had spent 23 years as a professor and administrator.

"I appreciate his expertise, his experience, and, particularly, his commitment to the university," Sister Elizabeth Anne said in June.

In addition to creating the concept of HACU while an administrator at The Lake, Rigual also worked to develop the idea of the Hispanic Student Success Program, a national Hispanic student drop-out prevention and college preparation project. He served as its director for three years, raising more than $5 million. Also at Our Lady of the Lake, Rigual created two Weekend College programs for nontraditional adult learners in a University Weekend College, now running in San Antonio, Houston, and Dallas. Enrollment at any of the three campuses allows students to earn bachelor's or master's degrees within two years by attending classes on weekends.

TITLE:	Vice President for Institutional Advancement
INSTITUTION:	Our Lady of the Lake University
A QUOTABLE QUOTE:	"...it is important to encourage not only Hispanics who are low income but also those who are middle income and at other levels."
HIS GREATEST LEGACY:	Founding the Hispanic Association of Colleges and Universities.
EDUCATIONAL BACKGROUND:	B.A. (Spanish), University of South Florida M.A. (Spanish), Louisiana State University Ph.D. (Spanish/French), Louisiana State University

Rigual reflected on his return to his long-time place of employment, saying, "It really is great to be back in San Antonio and at Our Lady of the Lake. We realized by being gone that this was where we wanted to be—sometimes it takes that. And we're happy to be back here."

Rigual says that the idea for HACU developed over a period of three to four years while at The Lake. This year, the association is celebrating its tenth anniversary. Rigual explains his reasons for founding HACU.

"There was a level of frustration among administrators at what are now known as Hispanic-serving institutions of higher education in dealing with those who controlled resources. I'm talking about governmental, private foundation, and corporate resources.

"We would go to the Northeast and no one would know about the phenomenon that had taken place over the previous 10 to 15 years in the development of institutions that serve high percentages of Hispanic students. We thought that individually, those institutions would probably not be able to do very much to increase the level of consciousness of those who were in the business of providing resources to institutions of higher education. Collectively, however, we might be able to achieve a much greater presence, and so it was from that idea that HACU had its origin."

Rigual's Hispanic Student Success Program was the first major project carried out by HACU. It was an effort to determine if early intervention in students' careers could have a positive effect on their college-going rates.

Rigual observed, "What we did was look at transition points that might be critical. The transition between middle school and high school, the transition between high school and college, the transition from community college to four-year institution. What the Hispanic Student Success Program did was design strategies that would increase the likelihood of those transitions actually taking place, of students moving or flowing from one level to the next.

"Through the generous support of a couple of major foundations and charitable trusts, The Pew Charitable Trust and The Ford Foundation, we were able to get that program started and expanded on a national level in metropolitan areas with high concentrations of Hispanic students."

Now once again a college administrator at Our Lady of the Lake University, Rigual still sees challenges that lie before Hispanic educators. He cautions, "The number of Latino administrators in higher education is still very small. I think we certainly need to look in the higher education environment at ways in which more Latinos can move on to the senior positions in colleges and universities, including the leadership positions. It's a changing environment. I think the issues haven't changed dramatically, but some of them have intensified."

Rigual also sees the attack on affirmative action as a key item for the attention of Hispanic administrators over the next several years.

"Hispanics will fare well if the emphasis is put on low income. In general, when a group is as underrepresented as Latinos are in higher education and in many of the professions, it is important to encourage not only Hispanics who are low income but also those who are middle income and at other levels. So, the attack on affirmative action might have an impact on all Latinos, but particularly on those who might have been at slightly higher income levels."

To sum things up, after all of his achievements, Rigual is still looking ahead to more successes. He concludes, "I'm enjoying what I'm doing. I'm back at an institution where I see both a job and a purpose. One of the things I appreciate is the sense of purpose that relates to Hispanic higher education that I have here. Personally it feels very good to be back and working once again with these issues."

Dear Editor:

In the article "Pressing for More Hispanic Journalists" (*Hispanic Outlook*, Aug. 2), I was incorrectly quoted as saying that *People* magazine declined to write about the double-suicide of two Hispanic teens last year in Florida. In fact, *People* published a lengthy article about this tragedy. What the writers and editors (at *People*) failed to do was explore the "Hispanic" angle of how young Hispanic Americans cope with their old-fashioned parents who oftentimes don't agree with the mores of this country. *People* is publishing a new Spanish-language edition beginning in October. These issues and others impacting the Hispanic community in the United States will be explored quite thoroughly in the future with this new magazine.

Amalia Duarte
Reporter
People magazine

Dear Editor:

It was truly enlightening and refreshing to read the story "A First Hand Look at Politics in Action," which appeared on in the Aug. 16 issue of your magazine. I truly believe it is crucial for students like Nora Mariduena to get involved at the level of the convention to deal [with] and understand the issues that our public elected officials legislate and grapple with.

It is also the responsibility of those of us who are fortunate to have access to the media to bring all issues to the front burner so that everyone young and old can benefit from the argument.

I commend your publication for giving students and future leaders of America a voice!

Angelica Aguino-Gonzalez
Producer
Latino Journal

(*Latino Journal* is a weekly radio magazine airing in New York City that deals with issues affecting the Latino community.)

Measuring Success Thirty Years Later

ASU Upward Bound Celebrates Three Decades of Achievement

by Sarah Auffret

Ben Miranda came from a family of migrant workers, toiling in the dusty fields as a youngster to help his parents feed 11 children. Today he is an attorney with a law practice in south Phoenix.

Lupe Jasso remembers struggling to learn English when she came to Arizona from Mexico at the age of 8. Now she owns a successful Phoenix advertising agency that specializes in the Hispanic market.

Jose Ronstadt used to take the bus from Nogales to Arizona State University every Saturday during the last two years of high school, determined to better himself. Currently, he is an executive with the Telemundo network in Los Angeles.

The three are pioneers from the Upward Bound program at Arizona State University, having been part of the very first class from 30 years ago. In their footsteps have followed about 2,000 others, all low-income, potential first-generation-college-bound teenagers whose dreams until then had gone no further than the high school door.

ASU's Upward Bound college preparatory program is the oldest of its kind in Arizona, funded since its inception by the U.S. Department of Education as part of the federal TRIO programs. About three-fourths of the students go on to attend ASU, and another 20 percent enroll at Arizona's other state universities or community colleges.

Nationally, Upward Bound students are four times more likely to earn an undergraduate degree than are their counterparts who did not participate. At ASU, 100 percent of the students who have gone through the program in the last five years graduated from high school, and 70 percent are still in college or have graduated.

Like the students who have entered the program every year since, Miranda, Jasso, and Ronstadt attended academic preparation and personal development classes at ASU for 26 Saturdays during their junior and senior years of high school. They lived on campus for an intense six- to eight-week regimen of classes each summer.

For Jasso, it was the first time her protective parents had allowed her to spend a night away from home. They visited the residence hall beforehand to make sure there was sufficient supervision and a curfew.

"It was a wonderful experience," said Jasso, 45. "We had some real role models those first years, instructors who took such an interest in us. Most of us weren't that disciplined, but our English teacher, Rose Duarte, told us that we were young men and women and we had to behave as such. She would accept nothing less than our best.

"The program taught us high expectations and goals. It also taught us about being structured and about getting outside our comfort zone to mingle with other cultures."

Jasso graduated from ASU in 1974 with a degree in advertising design. Miranda graduated in 1976, returning to earn a law degree in 1982. He remembers finding the transition to ASU difficult, despite the intense preparation.

"We minority students didn't have a history at ASU, and that made it hard," said Miranda, 47. "There were very few minority kids in our classes, and we came from backgrounds with no college education. It was a struggle to adjust academically.

"The people at Upward Bound nudged me along. They familiarized me with the application process, financial aid, the campus. Just having people believe in me made all the difference."

ASU has been able to boast many success stories over the years. Many graduates still stay in touch with Irv Coin, director for the past 25 years, and Marianne Roccaforte, the personal development coordinator.

The Upward Bound college preparatory program helped launch Lupe Jasso (left) and Ben Miranda into advertising and law careers, respectively. Irv Coin, (right) who has directed the program for 25 of its 30 years, has helped about 2,000 teens from low-income families see their potential to become first-generation college students.

Pete Rubio, now 31 and an engineer at Intel, said the Upward Bound staff and students were like a family to him. Though he once dropped out of ASU to support a wife and children, he couldn't bear the thought of disappointing those who had believed in him.

"They put all their trust and effort into my success, and I couldn't face them if I didn't return to get that degree," said Rubio. "So I came back. It was a rough road, but they supported me. Mr. Com has been instrumental in everything I've done."

> **"The program taught us high expectations and goals. It also taught us about being structured and about getting outside our comfort zone to mingle with other cultures."**
>
> **Lupe Jasso,**
> **Upward Bound Alumna**

Le Roy Chappell, 25, credits Roccaforte for helping him overcome difficult personal issues. Though dyslexic, he graduated from ASU in 1993 and now teaches English to older students who are trying to finish high school through Maricopa County's Genesis program. In 1994 he was named a National TRIO Achiever, one of 30 nationwide.

Even those who take a different route than a baccalaureate degree claim that Upward Bound made a vast difference in their lives. Rudy Chacon, 37, believes that without the program he might have ended up like many of his high school classmates—"in prison, on drugs, or dead."

Chacon said he gave up a "bad attitude," got an associate's degree in computers, and has worked for Bank One of Arizona for 18 years.

Lety Miranda Garcia, 31, immigrated from Mexico at 14, the oldest of 15 children. After Upward Bound, she went to community college for two years before going to work to help support her younger brothers and sisters. Today, she is general manager of *Prensa Hispana* newspaper.

The Arizona State University Upward Bound Program continues to receive about 100 applications per year for its 50 available spots. According to Com, the program is struggling with escalating costs, increasing regulations, and rumors of federal funding cuts. The university has undertaken fund-raising efforts to help support its highly successful program so that it can provide similar opportunities for the years to come.

DEAN

COLLEGE OF ARTS & SCIENCES

Applications and nominations are invited for the position of Dean of the College of Arts and Sciences at the University of Missouri-Rolla. As chief academic and administrative officer of the College, the dean reports to the chancellor and fulfills the following duties:

- provides academic leadership for the College in fulfilling its teaching, research, and service missions
- assists in the recruitment, development and retention of superior faculty, staff, and administrative leadership for the College
- allocates resources and evaluates programs within the College
- shares responsibility with other academic administrators for the academic quality of all degree programs on campus
- represents the College to others on and off campus, e.g., in the recruitment of students
- leads the College effort to develop private resources, in cooperation with the Vice Chancellor for University Advancement
- participates with other senior administrative leaders in campus planning and decision making

The University of Missouri-Rolla is the state's leading institution of engineering and science. The College of Arts and Sciences includes departments of Chemistry, Computer Science, Economics, English, History and Political Science, Life Sciences, Mathematics and Statistics, Philosophy and Liberal Arts, Physical Education and Recreation, Physics, Psychology, the Army and Air Force ROTC programs, the Center for Environmental Science and Technology, the Management Systems Program, the Oral Communications Center, the Regional Professional Development Center, and the Writing Center.

The candidate's academic credentials must qualify the individual for a tenured position as full professor in a department within the College of Arts and Sciences. Salary is commensurate with experience and qualifications. Applications with a comprehensive resume and the names, addresses, and telephone numbers of five references should be sent to:

Dr. Paula Lutz, Chair
Search Committee for the Arts
& Sciences Dean
College of Arts & Sciences
121 Fulton
University of Missouri-Rolla
Rolla, MO 65409-1130

Applications and nominations will be reviewed beginning October 1, 1996. Applications will be accepted until a candidate is selected.

The University of Missouri-Rolla is an Affirmative Action/Equal Opportunity Employer committed to increasing diversity in its administration. Applications from women and minorities are solicited and strongly encouraged.

Pacific U's Summer Institute · Statistics · Rancho Santiago College · ASPIRA · Juan Ramirez

NOVEMBER 8, 1996

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THE HISPANIC Outlook IN HIGHER EDUCATION

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Graduating into Debt

by Ines Pinto Alicea

Once considered to be the most reluctant to pay for higher education through loans, Latino graduate and professional students are borrowing more to pay for school, according to a recent study conducted by two higher education nonprofit organizations.

The report said all graduate and professional students are borrowing at an alarming rate to finance their education, but Latino students, who represent 5 percent of all student borrowers, are one of the groups whose borrowing habits have increased the most in recent years. Sixty percent of Hispanic students reported using loans for their studies compared to 54 percent of white, non-Hispanic students, the report said.

"Historically Hispanic students were more reticent to borrow," said Jamie P. Merisotis, president of the Institute for Higher Education Policy, a Washington-based organization that conducts research and policy analysis on higher education issues and that prepared the report with the Boston-based Education Resources Institute, a private guarantor of non-governmental student loans and provider of services that promote access to higher education.

"Hispanic students were more concerned about taking on debt," Merisotis added. "But that is changing."

The study, "*Graduating into Debt: The Burdens of Borrowing for Graduate and Professional Students*," said that even though many of these graduate and professional students work, either full time or part time, the high costs of an education at that level require many of them to seek financial aid. Since they are ineligible for many of the need-based grant programs available to undergraduates, graduate and professional students are increasingly relying on loans.

In 1993, one-third of all graduate and professional students reported having borrowed for their postbaccalaureate education, and 53 percent of graduate and professional students had accumulated debt from their undergraduate or graduate education. Data from the Federal Family Education Loan program and the new Federal Direct Student Loan program—the main sources of student loans—indicate that the total amount borrowed by graduate and professional students jumped to $7.7 billion in 1995 from $4.4 billion in 1993, a 74 percent increase in two years, the report said.

"The trends of increased borrowing and greater levels of cumulative debt could have serious long-term consequences for these students and the nation as they start their postgraduate lives," the report said. "Decreased participation in lower-paying public service-oriented fields, higher default rates, reduced consumption—all of these are potential effects of the ever-increasing borrowing by students to finance their educations."

While graduate and professional students account for less than 14 percent of the total enrollment in American higher education, they borrow 28 percent of the total student loan dollars, the report said. Of about $35 billion that the government spends each year on student aid, 70 percent goes to loans and only 30 percent to grants.

The percentage of loans is likely to rise, say several higher education experts, because Congress favors loans over grants and because the federal government has eliminated in the latest round of budget cuts several need-based graduate programs such as the Harris Fellowships and the Javits Fellowships, which were designed to increase the number of minorities in graduate and professional schools.

Jane Glickman, a spokeswoman for the U.S. Department of Education, said the programs were eliminated because they were "small, administratively burdensome, and duplicative of the broader financial aid program" offered by the federal government.

"Policymakers are saying that the federal responsibility to finance higher education should stop after the undergraduate level, so you are seeing fewer subsidies," Merisotis said. "Graduate students are taking a disproportionate hit by Congress."

The "Graduating into Debt" report is important because little has been written about the borrowing being done by nearly 2 million students attending graduate and professional schools annually. There is no central source of information regarding borrowing trends at that level, but the report compiles information from a wide range of sources, including surveys by professional schools associations, the U.S. Department of Education, and previously published reports. Still, some in the education community said the report takes too much of an alarmist approach.

"Everybody is borrowing more," said David Merkowitz, a spokesman for the American Council on Education. "While there is cause for concern, this report takes a 'sky is falling approach' and we're just not there yet."

But others in the education community believe these educators should be more alarmed, particularly for Latino students.

"Anything [the federal government] does to add debt is debilitating to our students," said Ricardo Martinez, executive director of the Washington office of the Hispanic Association of Colleges and Universities.

Students often postpone graduate school "until they can save some money," but "they might not come back because they have other obligations," he said.

The report said that in 1994-95, annual tuition for students attending graduate school averaged $6,177 and was even higher for those at professional schools: $12,194 in law, $13,666 in medicine, and $14,398 in dentistry. This is in addition to annual living costs of $10,000 or more for many graduate and professional students and to debts owed for undergraduate studies.

Debt levels for students attending professional schools in medicine, dentistry, and law are particularly high, the report said. The report cited surveys by the Association of American Medical Colleges, the American Association of Dental Schools, and Law Access, a private loan organization for law students, that showed that in 1995 students graduating from these types of programs typically had debts ranging from $40,000 to $67,000.

"Professional school graduates face repayment burdens that are prohibitively

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Pacific University's Summer Institute Facilitates Entry into Global Village

by Jennifer Kossak

With each nation's entry into the global village of the 1990s comes the challenge of communicating in depth with people from diverse ethnic backgrounds. Although many Americans have been raised with the melting pot concept, that model is rapidly being replaced by an intercultural approach that takes into account the cultural differences that exist worldwide.

As education, business, and daily life bring individuals into contact with people of various heritages, the need for intercultural communication and problem-solving increases. While this field might appear to be a recent phenomenon, the Oregon-based Summer Institute of Intercultural Communications (SIIC) celebrated its twentieth anniversary this year.

Held annually in July and August at Pacific University, the anniversary celebration usually consists of a series of intensive workshops that cover topics from "Diversifying Assessment and Assessing Diversity in Education" to "Building Diverse Teams in Corporations" and "Foundations of Intercultural Conflict Resolution." Some of the other specialized programs include communication patterns used by Hispanics, Native Americans, Japanese, and Southeast Asians; cross-cultural counseling; and women as global leaders.

This year, the Summer Institute welcomed 900 participants, including educators, human resource managers, business consultants, and intercultural trainers from 26 countries.

Sponsored by the Intercultural Communication Institute, the Summer Institute has earned a reputation as the preeminent professional development institution since its inception in 1976. Originally called the Stanford Institute of Intercultural Communication, it was developed at Stanford University by students Clifford Clarke and King Ming Young. These founders aimed to establish a high-quality, intercultural educational opportunity.

Husband and wife team Milton J. Bennett, Ph.D., and Janet M. Bennett, Ph.D., currently co-direct the Summer Institute. The Bennetts' careers are intimately connected with the SIIC. The two served together as Peace Corps volunteers in Micronesia and later built impressive resumes highlighted by teaching stints at the Stanford Institute and consulting work in intercultural relations.

Ten years ago, the two founded the Intercultural Communication Institute (ICI), a private, nonprofit foundation established with an endowment from Milton Bennett's father, Stanton D. Bennett. The ICI was founded on the belief that destructive conflicts among diverse peoples can be minimized through awareness and appreciation of cultural differences.

The ICI currently sponsors the Summer Institute. Since the ICI began its sponsorship of the annual program, the numbers of SIIC faculty and participants have grown appreciably.

"The Stanford Institute had 100 participants on the average with faculty drawn from around the country," Dr. Milton Bennett recalled. "It became difficult for Stanford to maintain that program. We requested, and received, support to move the program to Oregon.

"We moved with the idea that the program had a good reputation, and we crossed our fingers waiting to see if anyone wanted to come to Portland," Bennett added.

> ***"Intercultural communication is the theory and practice of face-to-face or person-to-person interaction where there are significant cultural differences."***
>
> **Dr. Milton Bennett, Summer Institute for Intercultural Communication**

Any jitters about the change quickly dissipated. Twice as many people attended the institute the first year it was moved.

Milton Bennett explained that his experiences with people from multicultural backgrounds began in his family's home. Working with the American Field Service, his family had hosted international guests for many years. If this experience formed the basis of Milton Bennett's interest in intercultural issues, President Kennedy's "Third Charge" solidified his career choice.

Bennett recalled that, in establishing the Peace Corps, President Kennedy saw a means for offering other nations technical assistance, establishing friends abroad for the U.S., and creating a cadre of U.S. citizens who had an appreciation of other cultures. This third element left an indelible impression, one that led to Milton and Janet's devotion to developing theory and training methods in the area of intercultural communication. Both earned Ph.D. degrees in intercultural relations and organizational communication from the University of Minnesota at Minneapolis. Milton Bennett later established a graduate program in intercultural communication at Portland State University. Janet Bennett created the liberal arts program at Marylhurst College. In 1977, the two began providing consultation and training in intercultural relations through their company, Communication Perspectives. They both teach at the Summer Institute's annual programs.

Asked how he defines intercultural communication, Milton Bennett said, "Intercultural communication is the theory and practice of face-to-face or person-to-person interaction where there are significant cultural differences… It's really looking at what happens when people come in contact with other people," he summarized.

"When I teach classes in intercultural communication, I teach people to recognize their own culture." This cultural self-awareness establishes the groundwork for the understanding of others.

Janet M. Bennett, Ph.D.

Bennett noted that recognizing the differences from contrasting cultures consists of how language is used socially; non-verbal communication cues; communication styles, including how people approach greetings and conflicts; and cultural value differences.

"People in [intercultural communication] classes analyze potential areas of conflict and misunderstanding," he added. "Then we usually work with adaptation strategies."

Bennett noted that when faced with intercultural communication situations, people often adapt their behavior in order to be accepted. However, he stressed that the key to international communication exists within an individual's ability to operate effectively in these situations without losing his or her own culture.

Bennett clarified that the Summer Institute's courses are not about assimilation, pointing to various reasons why the study of intercultural communication has become so critical.

"Here we are living in a multicultural society and a global village," Dr. Bennett said. He added that his field concerns developing a basic competence in dealing with cultural differences. "The skills for living in a multicultural society were not previously well developed," he observed.

"Secondly, if you want a job these days, you need to know this stuff," Bennett added, stressing the trend toward global thinking in the business arena.

"Thirdly, you simply want to be an educated person. Being educated means that you understand."

In the context of higher education in America, Bennett pointed out that many campus-based dialogues and debates center around the issues of power and privilege.

"We think that, while those are important concerns and it's good to analyze power relationships, those things are not [the major issues] when the goal is the construction of better relationships. What intercultural communication does is provide a relational framework for understanding cultural differences."

Bennett noted an incompatibility of the goal and the means of reaching those goals on some college campuses.

"The tools being used are too often those of confrontation—not that it's not necessary—but constructive relationship-building while respecting our differences on campuses in the U.S. is needed. Approaching [conflict] only as inequity doesn't help."

When consulting on diversity in higher education issues, Bennett asks, "What outcome do you want?" He then recommends respectful dialogue. He stressed that respectful dialogue does not mean that the problems should be buried in diplomacy. Bennett emphasized that people can, and do, manage to speak respectfully to each other while substantive issues are being discussed.

"A number of institutions [of higher learning] are beginning to send teams of people to the Summer Institute," Bennett reported. "A community college from Texas sends a team every year."

After several years of participation in SIIC, that college—Richland Community College in Dallas—has several groups of educators on campus who are familiar with the intercultural communication concepts and support each other. Bennett stressed that the multi-year participation at SIIC has enabled the college's staff to develop a coherence to its approach.

"Some [institutions] have different ethnic celebrations and diversity speakers," Bennett added. However, while these events are not unproductive, no underlying framework for communication among people of various cultures is created.

"What the successful campuses have done is to begin with a goal in mind, and then to develop the kinds of activities that support the goal," Bennett commented. "We had 29 teams this year."

Through informal tracking, Bennett says the team approach is making a big difference as educators mount effective, multi-pronged approaches to diversity for faculty and students.

In selecting faculty members for the SIIC, the Bennetts seek educators who share their approach for building constructive relationships, particularly those educators with a national or international reputation. They also assess whether potential faculty members are able to teach a five-day session so participants say, "That was terrific!"

Milton Bennett added a fourth litmus test: He and Janet Bennett seek people who are willing to share their resources and are committed to sharing their expertise even amongst competitors.

If their faculty members have the same level of commitment as the Bennetts themselves, the SIIC will surely continue to foster greater intercultural awareness—one summer at a time.

Juan Antonio Ramirez

Turning a Life Around

Juan Antonio Ramirez is living an entirely different life from the one he left behind more than ten years ago when he was living on the streets and involved in criminal, gang, and drug activity. Juan came from a violent, troubled home headed by a father who was an alcoholic and who regularly beat his wife and children. He completed only six years of schooling in Mexico where he was considered a troublemaker and expelled. He left home for the first time when he was 16.

While he was home, he had plenty of time to think. Juan decided to go to seminary. He came back to Los Angeles to attend classes with the Comboni Missionaries of the Heart of Jesus in South Central L.A. He took an intensive English program and obtained his GED as a student there. After that he started a group called Barrios Unidos Para Christo to help gang members. Ramirez also worked and volunteered with different community organizations and with drug rehabilitation programs such as Live Again in Los Angeles, Casa Guadalupe in Mexico, and a drug rehabilitation program in Fresno.

In 1992, Ramirez decided to complete his high school diploma. He enrolled at Garfield Community Adult Eastside Learning Center where he became involved as a participant in various school productions, and as a parent/volunteer with the "Strengthening Family Ties" family literacy program. He became the accomplished, productive, loving, and contributing man he is today. Ramirez is successfully fulfilling a number of roles as a model adult student, father, husband, community volunteer, lay drug rehabilitation counselor, and hospital maintenance worker.

Ramirez applied for and was selected as an AmeriCorps program member in 1995. He has performed service in the adult and child development classrooms, and he helped start a parent council. He serves as council president, organizing various activities for students and their families, as well as exploring ways to improve the program and to support one another in achieving their academic, parenting, and personal goals. He will graduate from high school in June 1997. Ramirez also works as a gardener at Victory Outreach, where he donates the money he earns to the rehabilitation program they operate. He is an active volunteer at his church, where he is involved with the marriage encounter. Ramirez is employed at Santa Maria Hospital, where he transports patients to and from the X-Ray department.

Juan Antonio Ramirez was honored as a student success story as part of the U.S. Department of Education's Secretary's Awards for Outstanding Adult Education and Literacy Programs. The Secretary's Awards, begun in 1985, recognize excellence in the field of adult education and literacy, and promote the replication of successful programs and practices in the field. This year's awards focused on adult education program models that feature promising practices in family literacy, workplace literacy, or services to out-of-school youth. The Family Literacy Program at the Los Angeles Unified School District was one of ten recipients of the award nationwide.

Living in a Quantitative World

by Maria Vitacco

Any question concerning "how many"—whether it's "How many households contain microwave ovens?" or "How many have computers?" or "How many are on-line and which web sites are being visited?"—might be answered with a statistical breakdown. Some might say that Americans are obsessed with information, advancement, and discovering better and more efficient ways of doing things.

One way to learn how to advance is by studying current trends so that future ones might be predicted. Often, a numerical representation provides these current trends. Just about every business, community organization, government agency, and environmental group has a need for such information. The fact is that the world is becoming quantitative. More and more professions are in need of quantitative data in order to stay competitive.

The demand for competent professionals to collect, analyze, and translate reliable data to the public is also on the rise. The field of statistics offers many opportunities for capable persons who are curious about charts, table surveys, computers, and computing applications. The challenge now is not the demand for jobs, but how to fill them. Getting the word out that these jobs exist has not been easy. This is especially true for Hispanics because they make up only a small percentage of the professionals working in statistics.

When Martha Aliaga, a mathematics professor at the University of Michigan, was asked to become an adjunct professor of statistics, she gladly took the challenge.

"I never realized the importance of mentors," said Aliaga, "until my students began telling me that they would never have thought it possible to earn a Ph.D. in statistics. They told me that they would never have known about the career opportunities in statistics if they had not taken my course."

Aliaga said that her students began telling her of their hopes that careers in the field were possible for them. She then began working with minority students at the University of Michigan (who often came in with the lowest test scores) to help them improve their skills.

Georgetown University professor Dr. Jose-Luis Guerro-Cusumeno agrees with Aliaga on the importance of mentors.

"It is important for Hispanics to go on and earn their Ph.D.s," said Guerro-Cusumeno. "Many students do not opt to pursue a degree in statistics because they feel it's too challenging."

Guerro-Cusumeno feels that from the minute Hispanic students enter college, the expectations of achievement are lower because historically most people in general do not score high grades in the subject. Often parents have not done well in the course themselves, and so they are easier on their children. Perhaps, Guerro-Cusumeno maintains, they should recognize the importance of using statistics in today's world. He believes that with more Hispanics teaching higher level courses, it will make them feel more comfortable.

> ***"I make sure that my students are not afraid to show ignorance."***
>
> **Martha Aliaga,**
> **mathematics professor,**
> **University of Michigan**

Language can also be an impediment to potential math students. While Georgetown has a diverse student body, among minority students attending the university, 70 percent do not speak English as a first language. In the past, Georgetown has offered classes entirely in Spanish. The benefits were twofold—the students would gain confidence in the subject matter they were studying if language barriers were removed, and it would entice them to keep going to get degrees in business.

Guerro-Cusumeno agrees, but adds, "Mathematics is a universal language." He is only one of ten Hispanic professors at Georgetown, another indication of the need for Hispanics with higher education degrees—statistics being among them.

Both Aliaga and Guerro-Cusumeno are members of the American Statistical Association (ASA), a Virginia-based organization of professionals that promotes careers in the field of statistics. ASA publishes a national directory of minority statisticians and is currently promoting career opportunities in statistics for women and minorities.

Aliaga believes there are signs of improvement. She has seen tremendous growth in interest in statistics with the size of her classes. Starting with about 200 students in 1992, Aliaga can boast 600 students per semester in 1996.

Considering herself a mentor, Aliaga finds it rewarding when students who were shy or intimidated by the course at first are full of excitement, energy, and dialogue by the end of the semester.

"I make sure that the students are not afraid to show ignorance. If they already knew all the answers, they wouldn't need me," says Aliaga.

Aliaga believes the purpose of a university is to "discover the truth" and provides her students with the tools to find the truth. "I let them know that many things are difficult but very few are impossible." While some of these students have in fact entered the university with lower scores than most of their peers, Aliaga stands by the idea that they still have the ability to learn. In most cases, students need something tangible that they can apply to every day.

"Typically, the students need to gain confidence. I give them small pieces that they can conquer," she says.

Aliaga uses a cooperative learning technique that allows her students to interact. To avoid lengthy and often distracting lectures, Aliaga has her students work in small groups of four within the classroom.

Aliaga also spends time outside the classroom encouraging young people to pursue careers in statistics. She directs a program in Detroit, which takes 30 girls entering high school and allows them the opportunity to sit in a lecture as "First Year Students in College" held by the heads of the department. Next year, a scholarship for $500 will be available for minority students who wish to pursue a degree in mathematics, which will allow them to participate in Joint Statistical Meetings offered by the American Statistical Association.

At the Joint Statistical Meetings in Chicago this past summer, Aliaga presented a teaching workshop using her new book and enforcing the idea that it is important to get students to ask questions. She currently serves on the Committee for Women in Statistics and has chaired the Committee on Minorities in Statistics since January.

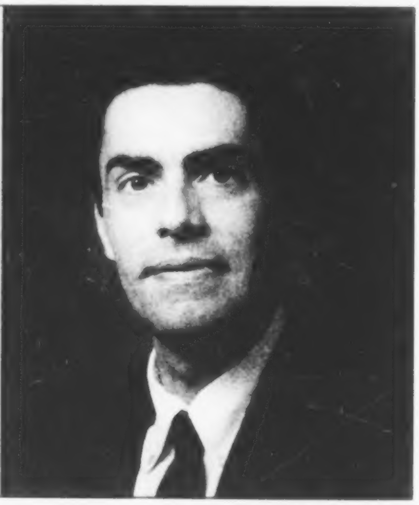
Job opportunities in statistics are projected to remain favorable in the future. As the U.S. economy continues to produce jobs in the information services industries, increased numbers of statisticians will be required. The private sector needs statisticians in management, product quality, pharmaceutical research, engineering, transportation, insurance, computer and data processing services, and marketing.

The salary range for statistics professionals depends on the level of education, experience, and the type of job. Entry-level positions with advanced degrees begin at $30,000, with seasoned professionals earning salaries of more than $100,000. According to the Bureau of Labor Statistics, the average annual salary of statisticians in the federal government in 1993 was approximately $52,000. These salaries compare favorably with those in other technical and professional occupations.

The American Statistical Association publishes *STATS*, magazine for students of statistics, and *CHANCE*, a general interest magazine about statistics. For information, call (703) 684-1221 or e-mail asainfo@asa.mhs.compuserve.com.

"Mathematics is a universal language."

Dr. Jose-Luis Guerro-Cusumeno, mathematics professor, Georgetown University



Laying the Foundation for Education in the Community

by Jorge Blanco

The growing Hispanic population in the United States today demands an educational system strong enough to keep up with the needs of this diverse group. Education must be delivered not only to the students themselves but also to the foundation of the Hispanic community—the family. It must be a system flexible enough to meet the needs of Hispanics as well as one with backbone, one capable of guiding Hispanics towards integration within the schools, the communities, the workforce, and the life of the United States.

Rancho Santiago College's Centennial Education Center (CEC) in Santa Ana, Calif., has been working since the 1970s to implement this much- needed and sought-after educational system. Today, the CEC's ESL program alone educates an average of 15,000 Hispanics every semester, a figure that represents 75 percent of the ESL students at the institution. The remaining 25 percent are other foreign-born students. ESL classes are offered at 70 sites so as to bring the English language into the community as much as possible. The majority of Hispanics in the area (Orange County) work two jobs and are without their own means of transportation, necessitating such a large number of ESL sites. They deliver the language-learning process directly to the heart of the community, making accessibility a cornerstone of the program.

Kenny Gomez, a Mexican American, a 1981 graduate of the CEC's high school and presently the school community outreach specialist, speaks of the CEC with inspiration, admiration, and family-like affection. Such is the case with many of the CEC's students, for they often tell him, "At Centennial, me siento en casa."

This feeling of family comfort is just what Hispanic immigrants, as well as Hispanic Americans, benefit from. It is this safe harbor that serves as an impetus for students who use the rudiments of English learned in the community and become competent in language. It enables them to advance in higher education and, ultimately, in the world of work.

The CEC's Outreach program sends teachers directly through the front door of Orange County's Hispanic community so that they can obtain first-hand experience with the educational atmosphere in this environment. Outreach brings education to the students who cannot get to one of the sites. These students are not just children, but parents also. Classes are held in elementary schools and churches, and at times in the home, with each family member learning together in equality.

"The community," says Janet Parks, dean of instruction and student services, "is our campus. This is the CEC's philosophy. It is a philosophy not bound by structure but rather elevated by the integrity of its merit."

The Outreach program is an ideal way to lay the foundation of education in Hispanic and other communities, and it is the means to grab hold of the minds of all of the earnest students who wish to learn. Knowing that one of the doorways to acclimation to another culture is command of the language, the CEC's Outreach faculty and staff facilitate passage through this doorway and act as a guiding and familiar hand to Hispanics.

At the CEC there is a constant drive to pull the student forward to any and every level possible. The dreams and goals that a student might realize range from being able to travel independently

> **"The community is our campus. That is the CEC's philosophy."**
>
> **Janet Parks,**
> **dean of instruction**
> **and student services,**
> **Rancho Santiago College**

to mastering the first steps of the English language and eventually finding a vocation.

Another cherished goal of many Hispanic immigrant students is American citizenship. Upon emigrating to the United States, these individuals automatically enroll themselves in a new school of culture—that of the United States. Citizenship is often a reflection of an immigrant's recently obtained cultural consciousness. On an average, 92 percent of the CEC's students pass the INS Approved Citizenship test. This test is the final level of examination given to immigrant students seeking U.S. citizenship. It follows classes in history and government as well as years of English language development with ESL serving as the foundation.

The CEC strives to provide educational opportunities from elementary through secondary levels to help prepare students for the college experience.

"Wherever there is a need, we fill it," says Dr. Ramos, president of the CEC's Board of Trustees.

With its ESL sites, a child development center, a career planning center, a pronunciation/fluency development laboratory, adult basic education, a learning disabilities program, and much more, the Centennial Education Center is a formidable center of learning as well as a sensitive house of education.

"We are," says Ramos, "on the cutting edge of what every single community college should be doing."

For the enormous Hispanic population of Orange County, Calif., the Centennial Education Center, the largest and least expensive center in the county, is perfect. It is a place that, as Kenny Gomez has said, "gives the people the opportunity for a new beginning."

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high in some cases, particularly for those choosing lower-paying, public service-oriented jobs," said the report.

For example, a law school graduate who gets a job as a legal services attorney can expect a salary between $22,000 and $31,000, but payments for a student loan can be about $489 monthly, or 19-27 percent of the individual's monthly salary.

"The prospect of spending one-fourth of every month's salary on loan payments probably turns more than one idealistic graduate away from public service as they realize the difficulty of pursuing a career with the burden of substantial student loans," the report said.

Martinez said that is troubling because Hispanic role models are needed in public service jobs like teaching.

Doctoral recipients tend to fare better, according to the report, because they are eligible for research and teaching assistantships. Law, medical, and dental school students rely more heavily on loans than do doctoral recipients because there is a lack of other sources of financial aid for professional students, such as institutional and federal fellowships and assistantships. Without other options for financial assistance, professional students are forced to borrow to pay for their education, the report said.

The report indicated, however, that the rules on loan repayment have become more flexible in recent years. Standard loan repayment for federal loans spans a maximum of 10 years and includes a minimum monthly payment of $50. Repayment options were recently implemented that include an income-contingent plan that requires smaller monthly payments at the beginning of a repayment period and gradually increases payments as the borrower's income rises. There are also loan forgiveness programs for some fields, such as medicine and dental service, if the student serves in an area of the country that lacks an adequate number of health professionals.

ASPIRA Looks to the Future

by Joyce Luhrs

As the only national nonprofit organization focusing solely on Puerto Rican and Latino youth through leadership development and education, the ASPIRA Association, Inc., has spent over three decades molding and empowering a quarter of a million Latinos to stay in school, continue on to college, and become leaders in their communities. Founded in Washington, D.C., by Antonio Pantoja, who received the Presidential Medal of Freedom in 1996, the organization has grown and works with over 17,000 Latino families and youth, known as Aspirantes.

Not surprising, a large core of Puerto Rican leaders, such as actor Jimmy Smits, New York City Borough President Fernando Ferrer, and Miriam Santos, treasurer of Chicago, were former Aspirantes in their youth.

According to Ronald Blackburn-Moreno, national executive director, ASPIRA's core programs are in education, leadership development, tutoring, and counseling for college. The counseling program has made inroads getting Latino youth to go on to college, with 95 percent of the students in its programs attending postsecondary institutions compared with less than 40 percent of Latinos in the general population.

With over 40 programs in seven associate sites up and running around the country, the national office gets its message across through ASPIRA clubs set up in high schools that work with the local site offices. Recognizing the low numbers of Latinos in health careers, the national office spearheaded a health careers program that informs students about the various options in the health field, stimulating them to continue on and attend college. Similar career awareness programs were developed in science, mathematics, and business.

Parental involvement is encouraged throughout all of the organization's programs. Parents are shown how to be involved in the education of their children and how to advocate for educational reform.

The organization also advocates to promote change in schools and in education by informing the Latino population about the public policy process. It assesses the needs of its constituents, teaches them how public policy affects Latinos, and keeps the associate offices informed about legislation.

ASPIRA has carried out its mission of getting Latino youth through the higher education door by establishing several collaborations with postsecondary institutions in areas where Latinos are concentrated. Among the institutions collaborating are the University of Illinois in Chicago, Rutgers University in New Jersey, Philadelphia Community College, Temple University in Philadelphia, the University of Puerto Rico, and the City University of New York.

> ***"We set up support teams for the student and a school person who is a contact for the student and parent. This is someone they can go to when they're in need."***
>
> **Oscar Zuniga,**
> **manager for school and community collaboratives,**
> **ASPIRA**

"These collaborations promote the admission of Latino students, provide assistance with scholarships, guidance counseling to students who are already in higher education, and career counseling and support services," noted Blackburn-Moreno.

"In addition, we're talking with several universities about collaboration to increase the numbers of Latinos admitted to their institutions. As a major grantee under Title IV, we're involved with the reauthorization of the Higher Education Act by presenting our views about how it should be reauthorized."

A significant program is the dropout prevention initiative. The Teachers, Organizations and Parents for Students (TOPS) Partnership project, which brings together teachers and parents as a team to help Hispanic students achieve personal and academic goals. With five sites in Puerto Rico, Texas, and Florida, the project provides a support system for 125 young people at risk of dropping out of school.

While most of the TOPS projects at these sites are in intermediate schools, two are somewhat unique, as with ASPIRA/Miami, which is managing the project in an alternative school it operates. The TOPS project in Houston is a collaboration not just with the schools but with other social service agencies working with Hogg Middle School.

According to Oscar Zuniga, manager for school and community collaboratives, "The collaborative arrangement in Texas is unique from what we normally do because we don't have an ASPIRA Texas office. This is a state where we traditionally [haven't done] work, and we are working with a different population, Mexican Americans. We are working through different arrangements worked out with community centers, and with associate offices, in developing these models."

Original funding for the first three years of the project in Puerto Rico and Florida came from the United States Department of Education's School Drop-Out Demonstration Programs. When the last phase of this funding ended in September 1996, the ASPIRA offices in Puerto Rico and Florida were prepared to seek local funding sources to continue the project.

A team made up of teachers, librarians, and counselors work with 25 students and their families per site.

"We set up support teams for the student and a school person who is a contact for the student and parent. This is someone who they can go to when they're in need. A family member is often brought in, or another family member, or a neighbor," said Zuniga.

Community volunteers and several groups are involved providing tutoring or mentoring, or sometimes helping the sites fund activities, special events, or workshops. Corporations such as EXXON provided funds for the Houston site and got its employees to volunteer at Hogg Middle School. Several employees will continue to be involved as mentors to high school students.

The Texas Mexican American Bar Association arranged for trips to recreational parks and for the students to visit the courts and meet with judges. They've also arranged fund-raising activities and hosted recognition banquets for the student to publicly acknowledge their efforts. The contributions are particularly important to these students, points out Zuniga. "Most of these kids have very little access to these types of activities. They seldom go outside of their neighborhoods," he said.

The organization has several new projects in the works. Among them is the development of an alumni association started in New York. "We have thousands of volunteers who devote their time. We want them to contribute to the organization, but we have to devote the capability to go out and get them," said Blackburn-Moreno.

Blackburn-Moreno offered three projections about what ASPIRA will be doing in the next few years.

"We plan to do three things. One is to expand our services to reach more students. Right now, we are only reaching 20-25,000 students, and we need to increase that by expanding ourselves and providing models to other Hispanic organizations to replicate our successful programs. Second, we want to create a strong organizational development program to ensure that we are sound managerially, operationally, and fiscally. Third, we will influence educational reform at the state and local levels. We're fairly powerful in D.C. and recognized nationally. We want to make sure that this happens at the local levels."

Santa Martinez, an upbeat and enthusiastic Aspirante, a senior attending Little Flower High School in Philadelphia, spent several months as an interif in the organization's public policy leadership program. Each year 90 students in ASPIRA clubs in high schools throughout the country study public policy issues of concern to Hispanics while working with local leaders in their communities in internships.

In weekly Saturday sessions, Martinez learned about the public policy process and in May interned after school in the Philadelphia District Attorney's Office.

"We did this little election within our group, and whoever won the election got to chose where they wanted to go, and I worked with Wanda Correa in the district's office in the narcotics department," she said enthusiastically.

With ambitions to be a lawyer, Martinez didn't remain idle. "I assisted and entered informational data into a database, did clerical duties, and went to task force meetings. I learned a lot. I learned what a lawyer does—the different tasks they do. I learned about the different sections of the office. It was a big experience that expanded my knowledge on all aspects of the legal field," she said.

The culmination of Martinez's experience was working at the Department of Education in the White House Initiative's office in Washington, D.C. Martinez was responsible for updating the commissioners with a calendar of events and upcoming Hispanic issues and assisting with the completion of the office's annual report to the President.

She experienced the public policy process first-hand. "I learned that there are many different organizations that help Hispanics. I worked with Angel Ramirez, and I found out by updating the list there were many different Hispanic organizations out there that I didn't know about."

When asked what she enjoyed the most, Martinez stated, "I guess it was being there and learning different things, meeting new people, and educating myself on a topic I never knew existed. I never knew the White House Initiative existed until I got there."

Martinez is fulfilling the ASPIRA dream. Now, she has her sights on college and plans to apply to several institutions in Pennsylvania, including Penn State, Temple, and Bryn Mawr, and Mount Saint Mary's in Maryland.

Faculty Diversity A.P.P.L.E. Miami Dade Community College Angelina Venya Publisher's Picks

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THE HISPANIC Outlook IN HIGHER EDUCATION

PUBLISHER'S PICKS PAGE 12

Hot List

100 Best Colleges for Hispanics

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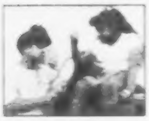

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Financial Aid Spared the Chopping Block

by Ines Pinto Alicea

Federal financial aid programs, which emerged from a bruising battle relatively unscathed in the latest round of budget cuts, will likely face more obstacles as the upcoming Congress tries to find more ways to reduce the federal budget.

David Merkowitz, director of public affairs for the Washington-based American Council on Education, said higher education officials feared two years ago that many financial aid programs would be reduced drastically or eliminated, but "so far we've sustained minor nicks" and "the cuts in 1996 were small compared to what was proposed." Moreover, in some cases, several programs received significant increases in funding.

"Most of the programs were on the chopping block for elimination, but we were able to preserve them," he said. "Once a program is gone, the odds are that you aren't going to get it back, so maintaining a base in funding is critical."

Educators who follow congressional action on financial aid programs said several factors contributed to the salvaging of a number of financial aid programs. Pure politics led to a nearly $2 billion increase in funding for all federal education programs, to $31 billion from $29 billion in 1996, said Jacob Fraire, director of legislation and policy for HACU (the Hispanic Association of Colleges and Universities).

"The increase is absolutely driven by the election year," said Fraire.

Another program geared for low-income students that was also preserved was the Perkins Loan program, which provides loans for more than 725,000 needy students. The budget for the loans, which carry a lower interest rate than do other federal student loans, was cut to $93 million in 1996 from $158 million the previous year. Congress restored funding to nearly $158 million for fiscal year 1997, said Timmons.

Jamie Merisotis, president of the Washington-based Institute for Higher Education Policy, said that since interest rates are low under the Perkins loans, "students have lower repayment burdens on them when they graduate," making the program attractive to student borrowers.

Fraire said many in the education community were surprised, yet elated, that the Perkins program was not eliminated.

"People were already going to the wake of the Perkins loans," Fraire said.

One of the biggest winners among education programs was the federal work-study program. Fraire said lawmakers are enamored with the idea of students working their way through school.

"There was a race between the [Democrats and Republicans] to see who could increase it more," Fraire said.

In the end, the program received a nearly $200 million increase in funding.

"The combination of the president making student aid increases a priority and the public's disenchantment with the Republican attempts to cut aid was ideal," said Becky Timmons, director for congressional relations with the American Council of Education. "It was the perfect combination to turn potential losses into real gains."

Timmons said stronger and more effective lobbying by students and educators also helped.

"The college presidents and students have been more energized than in previous years," said Timmons. "That helped us have a good year in financial aid."

But, Merkowitz warned that while many federal financial aid programs survived this round of cuts relatively unscathed, their future might not be as promising.

"In the long term, there will be a lot of pressure on these programs as Congress looks to reduce both programs and funding," said Merkowitz.

So what did happen to some of the major federal financial aid and loan programs in this past Congress? Educators had expressed concern that President Clinton and the Congress were changing their priorities from need-based aid to more student loans and merit-based aid. But several proposals to launch new merit-based programs did not even come up for consideration during this session of Congress. Need-based financial aid programs such as the Pell Grants and State Student Incentive Grants, however, fared well.

The Pell Grant program, which provides aid to nearly 4 million low-income college students, had its budget raised by nearly $1 billion, allowing Congress to raise the maximum award under the Pell Grant program to $2,700 from $2,340, the first major increase in nearly a decade.

While educators hailed the increase in the maximum award, they said the Pell Grant is still not at the level it should be.

"Even though it has been increased, it has not been increased to the level of inflation and college tuition costs," said Merkowitz. "So the amount of tuition it actually covers is significantly reduced."

Indeed, the College Board recently reported that tuition and fees for undergraduates at the nation's public and private universities rose by another 5 percent this fall. That rate has been steady for the last four years, but it continues to outpace the nation's annual inflation rate, which is running at about 3 percent.

Annual tuition and fees at four-year public universities, where most college students are enrolled, is now about $2,966 for in-state students and about $4,738 for those out of state. At private universities, average tuition is $12,823.

Another program that survived Congress' budget-cutting ax was the State Student Incentive Grant program, which in 1996 had its budget cut in half to $31 million from $63 million the previous year. The program provides dollar-for-dollar federal matching funds as an incentive to states to award need-based grants to students. Some members of Congress and the U.S. Department of Education argued that the program should be reduced further or eliminated since states have continued to fund and expand these grant programs despite the previous funding cut. In the end, Congress voted to restore funding to $50 million for the program, which serves an estimated 650,000 needy students.

Merkowitz said it was important to keep this program afloat. "Without federal incentives, states might begin to reduce their contributions," he said.

Fraire agreed. "Anything that is need-based and is a grant program is good for Hispanics, is good for Hispanic Serving Institutions and is good for HACU."

Struggling for Diversity

Colleges and Universities Face Many Challenges in Recruiting a Diverse Faculty

by Jeff Simmons

Raymond Bowen recalls the scene 25 years ago when Fiorello H. LaGuardia Community College opened its doors in Queens, New York.

More than 450 students enrolled that first year, shepherded through courses by 40 faculty and staff. To all appearances, the campus started to provide a well-rounded education to legions of young adults.

But there were some characteristics that troubled Bowen, who landed at LaGuardia as an associate dean of faculty during its debut year. Despite the ethnically diverse community beyond the college walls, the student body was largely white. And the faculty—his presence excepted—was just as monocultural.

"I believe we are a microcosm of what the community will become in the next century," said Bowen, who struggled to erase the disturbing trend that many colleges and universities perpetuated across the nation. "One of our missions was to promote pluralism and cultural diversity."

Raymond Bowen

Through aggressive outreach, networking, and sheer will, Bowen was able to successfully remedy the problem, focusing much of his attention on diversity when he became the college president seven years ago. When school resumed this fall, the scene had dramatically shifted from yesteryear—more than 10,500 students were enrolled, supervised by 350 faculty.

The diversity of the faculty was well-regarded: 43 percent were African-American, Hispanic, Asian, and native to other lands, such as Israel. The diversity in the student ranks was similarly noticeable, now for their mirror reflection of the neighborhood. Nearly 82 percent of the student body was minority.

"The word was out," Bowen said. "We've done a lot. We've always done this. We've made sure that minorities and women were in the pool for every position."

There have been seeds of hope planted at many colleges like LaGuardia, but not ones that have grown quickly. Experts say that efforts to diversify college and university campuses have often been slow-moving, many times because administrators and college boards have failed to spotlight diversity efforts as a key college mission.

Minority faculty traditionally have worked primarily at historically Black schools, Puerto Rican universities, and community colleges, according to the 14th annual status report of Minorities in Education by the American Council on Education. The report showed that shifting faculty demographics favored minorities from 1983 to 1993, but backpedaled somewhat during the last three years when white faculty made greater strides than non-whites—a 1.2 percent increase versus a 2.7 percent rise.

> ***"Many campuses that made strong commitments to diversity now are having to back up—to go back to the recruitment question."***
>
> **Carol Schneider,**
> **executive vice president,**
> **American Association**
> **of Colleges and Universities**

The result was that minority faculty accounted for only 12.2 percent of all faculty in 1993, down somewhat from 12.3 percent in 1991. There were gains, though, for faculty members who became assistant professors, instructors, and lecturers, up over a ten-year period. Hispanics achieved the largest increase, 68.7 percent, at the assistant professor level. And administration diversity also excelled, increasing by 17 percent over that decade.

A recent report by the American Association of Colleges and Universities (AACU) said that gains were not consistently good. Attempts to diversify faculty in a shrinking academic labor market continued to be "one of the least successful elements of campus efforts to deal with diversity," said the report, *Achieving Faculty Diversity: Debunking the Myths*. The report toppled widely held beliefs that faculty of color enjoy hiring

"It makes sense both from an academic and cultural and political perspective to have faculty in a university that more or less reflect the composition of the population."

Dr. Raymond Padilla,
professor of higher education,
University of Arizona at Tempe

advantages and stressed that no one group—white or minority—has achieved employment favorship.

"Many campuses that made strong commitments to diversity now are having to back up—to go back to the recruitment question," said Carol Schneider, AACU's executive vice president. She said diversification is facing many worrisome challenges, particularly a national movement toward abolishing affirmative action regulations.

"I don't think people are backpedaling," she said. "I think that campuses have not yet made the moves they need to make in order to recognize the diverse faculty members who already are potentially in the pipeline.

"On both admissions issues and recruitment issues, campuses need to change the way they think about these issues," Schneider said.

"When a campus really wants to diversify, it thinks harder about whether there are broader criteria of excellence and merit that it can look to in order to enlarge the pool, and it recognizes that it isn't necessarily an advantage to have all faculty do nothing else than go straight from college to graduate school to teaching."

Schneider said colleges need to look at potential candidates' full backgrounds, their life histories and experiences.

"When you reexamine the boundaries of what's acceptable and what's not acceptable, more opportunities are available. Every institution needs to examine the ways in which its practices are allowing able people to be overlooked in the first place or, if hired, to feel simultaneously undervalued and overworked."

The report, authored by Daryl G. Smith, concluded that the search and hiring practices have remained largely unchanged. Many search committees have not been diverse, and therefore the chances for introducing new perspectives into the evaluation of candidates is severely limited.

Smith also found that the climate for faculty of color remained uncomfortable and difficult, regardless of each faculty member's hiring circumstances. And, she added, many scholars maintained that campuses often were more involved in talking about diversity than following through with it.

Said one aspiring minority faculty member quoted in this report: "We are so few, it's amazing that most universities will say 'We can't find anybody,' yet persons like myself are not recruited. I think I should be getting phone calls, and I don't often get phone calls."

Among the report's other findings was that "supply and bidding" arguments were "grossly overstated." So-called bidding wars for minority faculty were not prevalent. Further, wealthy institutions were not siphoning the top minority faculty members because of each institution's lavish bank account.

In an effort to improve the troublesome record, Smith wrote that colleges can embark on a number of ventures, such as comprehensive fellowship programs and networking. Additionally, there needs to be strong leadership, a commitment to diversity, affirmative action "for the right reasons," and posthiring support to assist faculty members who often are diverted from completing research papers because many minority students see them—the few and far between—as the only people they can turn to for guidance on campus.

"We've had the most success when we conceptualize the problem as one where we need to diversify the faculty. I mean that it makes sense both from an academic and from cultural and political perspectives to have faculty in a university that more or less reflect the composition of the population," said Dr. Raymond Padilla, professor of higher education at Arizona State University (ASU) in Tempe.

Padilla formerly headed ASU's Hispanic Research Center, where leaders have championed faculty diversity. They contend that—as new

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"Unfortunately, it seems to be the case that we all want to fix the problem but not look at the long-term prospects for success."

Antonio Flores,
director,
Hispanic Association
of Colleges and Universities

An Apple for the Students

by Roger Deitz

When Allison Ward visited the Ramirez family in Granville County, North Carolina, last winter, the University of North Carolina at Chapel Hill junior took a chilling step into the real world that lies beyond the campus. There, Ward encountered a "small, run-down farmhouse" devoid of most modern-day amenities.

"Inside it was colder than the wintery weather outside since the dwelling had no heat," Ramirez said. "It was also short on drinking water for a family of two couples, two children, and another baby on the way."

Ward's experience was reported by Amy Piniak, who was a journalism major on assignment with the UNC-CH News Service covering the a.p.p.l.e.s service learning program. Ward and her classmates entered the Ramirez home under the auspices of the program to teach the Ramirez family how to improve its general health situation, in association with the Granville County Health Department in Stovall.

Piniak recently earned her degree in journalism and landed a job at the *El Paso Times*. She describes Ward's learning experience as one of many that no classroom could teach, and suggests that encounters such as this make the real world come alive in the classroom by combining school lectures and real-world activities.

Ward's culture, gender, and participatory development class was one of six last spring in which a.p.p.l.e.s. students devoted three to five hours a week to community service while gaining academic credit.

"It's only an hour away from the university, but it's a whole other world," Ward said. "They have a plethora of problems that we take for granted. It's really a humbling experience."

A.p.p.l.e.s. was created by a group of UNC-CH undergraduates in 1990 to encourage faculty to incorporate service components into their academic courses. The acronym stands for "assisting people in planning learning experiences in service." A.p.p.l.e.s is the first program of its kind, because it is a student-initiated and student-run service learning program that brings undergraduates into the community to learn and contribute.

To this day, the program is governed by the students and funded through undergraduate student activity fees. Remarkably, the program initiative was begun through student referenda, with UNC-CH students voting to increase their own fees by the amount of $1.95 to support a.p.p.l.e.s., a contribution that is collected from each undergraduate. Most now agree the money is well spent. A.p.p.l.e.s. is a glowing success at illustrating that new ideas in academia and worthwhile community service projects can originate with students as well as from professional academicians.

> ***"Students implement and run the vision. They are the ones who make this program work. It's always been a grassroots movement, and it speaks to students that their peers are excited and involved."***
>
> **Mary Morrison, program coordinator, a.p.p.l.e.s.**

The program has grown significantly in its short history. In 1995, the students hired Mary Morrison as the first full-time service learning coordinator. Morrison was known to them as a long-time area resident with a background in community service.

"Learning becomes more relevant and applicable when you talk in class about the social welfare system and then work with the people in that system," said Morrison. "What you are learning and reading about becomes more alive, vital, and necessary."

In addition to Morrison, there might be up to 20 students who volunteer their time to help run the program. They can work on an instructor recruitment committee, a course team, or in reflection sessions. Faculty and various community agencies help round out the a.p.p.l.e.s. team.

Morrison believes that her job is to keep students on track and focused. She underscores the fact that students administer the program.

"Students implement and run the vision. They are the ones who make this program work. It's always been a grassroots movement, and it speaks to students that their peers are excited and involved.

"This semester we are working with eight different courses. And in the summertime, we fund service learning internships. The internships are with nonprofit and government agencies across the State of North Carolina. For this, students receive a stipend in order to offset their living expenses. We offer the stipend so that more students can participate in the program—lack of money isn't a barrier to participation."

Morrison says that a.p.p.l.e.s. is the only student-run service learning program in higher education. The project coordinator has had a number of inquiries from other institutions seeking information about how to initiate and run such a program. To help spread the word, a.p.p.l.e.s. publishes and distributes a manual on how to start and run a service learning program.

"Inquiries typically come from administrators, and then they go back and involve the students," Morrison explained. "But, the original a.p.p.l.e.s. program developed here with a groundswell of student interest and support that really got the program started."

Participation averages about 200 students per semester, all heading for work in the surrounding five-county area. This past summer, there were 11 service learning interns. Fifteen internships are planned for next summer, and regular fall and spring semester involvement continues to increase each year.

The volunteer placements are very much connected to the course. A sociology course might look at immigration and migrating populations in the United States. The instructor and students then work with agencies serving those people.

"We seem to be doing a lot with the migrant and seasonal farm worker population because it is such an increasing population in North Carolina and many are settling out here," Morrison said. "We also work with people from Africa and Europe, and students are assigned to work with individual refugee families."

From another point of view, the student participation in community service is valued by the agencies who work with the a.p.p.l.e.s. students.

"From the community's perspective, the agencies really enjoy the college student volunteer," Morrison said. "Frequently, they will give students research projects that need to be done. The agencies capitalize on a student's orientation towards writing and research."

Morrison believes that community agencies get an experience from the students that they can't always find in the general population.

"The agencies have had wonderful experiences with our students. The students make a real difference, especially to the smaller agencies that are so overworked and understaffed."

Lemuel Javelona (left) takes the blood pressure of Sarai Rodriguez. Javelona participated in a.p.p.l.e.s., an innovative service learning program at the University of North Carolina at Chapel Hill, as a senior in spring 1996. He made health presentations at migrant farm worker camps in Granville County (N.C.) as part of the class.

Reaping the Reward for Excellence in Teaching

Twelve Hispanic faculty are among 25 professors at Miami-Dade Community College to be awarded endowed teaching chairs for 1996. These endowed chairs provide $7,500 a year for three years, allowing the faculty to explore new teaching methods, develop new projects, enhance technological expertise, and generally further their knowledge to directly benefit students.

Miami-Dade Community College was the first community college in the nation to honor faculty with endowed chairs to support excellence in teaching. Selection is made by faculty peers in a competitive process.

The endowed chairs are made possible through the support of individuals, corporations, and organizations that have donated $45,000 each. The state of Florida provides a matching grant to bring the value of the endowment to $75,000.

"It is more important than ever that teachers who are still fascinated by the learning process, who are thrilled to be a part of it, and who care about their students are in Miami-Dade's classrooms," said Eduardo J. Padron, M-DCC District president. "These faculty are the best of the best. They serve as outstanding models of teaching excellence."

JUAN R. ABASCAL

Dade County Public School Employees' Federal Credit Union Endowed Teaching Chair in Honor of Hubert O. Sibley

A professor of psychology and education, Dr. Juan R. Abascal teaches student life skills, the psychology of career adjustment, human growth and development, the dynamics of behavior, and education. He also provides stress management and personal effectiveness seminars for Miami-Dade faculty and staff, and has led classes on the subject of divorce for both adults and children.

A clinical psychologist by training and education, Abascal has developed and presented workshops for other mental health professionals. He earned his doctorate at Kent State University.

GUILLERMINA DAMAS

Murray Sisselman Endowed Teaching Chair

Dr. Guillermina Damas, an associate professor of mathematics and physics, has taken leadership in instituting a National Science Grant. Now, thanks to her efforts at the North Campus computerized physics lab, experiments can be done by simulation without actual equipment.

Damas has taught at Miami-Dade for six years. She has served as a volunteer at the Naranja Migrant Camp and is currently serving as the volunteer coordinator of Catholic Campus Ministry at Florida International University, and as a member of the Archdiocesan Lay Board.

Damas earned a doctorate in computer education from Barry University and a second doctorate in higher education leadership from the University of Miami.

IVAN F. FIGUEROA

The Elpidio Nunez/ Northwestern Meats Endowed Teaching Chair

As the new director of M-DCC's fashion studies department, Professor Ivan Figueroa has taken a leadership role in revitalizing the fashion merchandising, marketing, and management programs. He collaborates with Dade County Public Schools, local businesses, and the local community to effectively prepare students for the workforce.

Figueroa has an extensive background in fashion and marketing. Prior to his association with M-DCC, he owned a store in Omni International Mall, and has also been a buyer for such prestigious department stores as Jordan Marsh, I. Magnin, and Brooks Brothers.

He holds a master's degree from Barry University.

NUSIA FRANKEL

The Dade Community Foundation Endowed Teaching Chair

Professor Nusia Frankel shares a unique affinity with her students. Born in Poland, her family fled to Cuba to escape Nazi persecution. Frankel later came to the United States to attend college.

"The students in Miami-Dade's InterAmerican Center are often struggling with the trauma of immigration, exile, separation, and loss, so being able to help them overcome cultural and language differences has a profound personal meaning for me," she says.

Frankel volunteers her time to the Miami Book Fair International, and the American Friends of the National Israeli Center for Psychosocial Support for Survivors of the Holocaust and the Second Generation.

She holds a master's degree from Fairleigh Dickinson University.

RENE GARCIA

Kiwanis of Little Havana Foundation Endowed Teaching Chair in Honor of Hispanic Culture and Music

Dr. Rene Garcia serves students through testing, teaching, and developing alternative learning styles. As the Wolfson Campus director of testing, he is responsible for placement and exit testing of students.

A professor who teaches business math, statistics, and psychology, Garcia believes that students must expend effort to be successful. To make that point with humor, he tells them that education is like a hard workout: "no pain, no gain."

Garcia's expertise has been recognized by the Florida Commissioner of Education, who appointed him to a statewide committee to review college placement scores, and by the Educational Testing Service and the College Board, both of whom have hired Garcia as a consultant.

Garcia earned his doctorate at the University of Miami.

ISABEL HERNANDEZ

Steel Hector & Davis Endowed Teaching Chair

Isabel Hernandez is perhaps not the typical librarian. She joined students and played guitar for holiday songs at the Miami Rescue Mission, wore a costume for campus Halloween activities, and served as a judge for the Miss Hispanic Heritage competition. Yet, Hernandez is the consummate college librarian.

Responsible for all operations and services at the Medical Center Campus, she also serves as the chairperson of the Library Services Steering Committee, college-wide committee of library directors, and is coordinating a prototype study within the college for cooperative purchase of resources that will result in great savings. Hernandez also designed an electronic ordering system that keeps track of book orders and expenditures, and prints bibliographies for acquisitions.

Hernandez is a certified medical librarian and a member of the prestigious Medical Library Association's Academy of Health Information Professionals. Her master's in library and information science is from the University of South Florida. She is a Miami-Dade graduate.

ROBERTO EDUARDO HERNANDEZ

Adorno & Zeder Employee Charitable Trust Foundation Endowed Teaching Chair in Ethnic Relations

Roberto Hernandez, professor of social science, has been recognized as an outstanding teacher by both students and faculty alike. In 1988 and 1991, his peers in the department of sociology, anthropology, and social science selected him Outstanding Faculty Member. Phi Theta Kappa, the student honorary society, named him Outstanding Faculty Member of the division of social science in 1979 and 1980.

"His students have the highest success rate and the lowest dropout, which is a clue to his ability," said his department chair, Vince Napoli.

Hernandez has authored several reviews and articles and is listed in *Who's Who Among Hispanic Americans*. He has a master of arts degree in economics from the University of Miami.

YOEL HERNANDEZ

The Pan American International Flight Academy Endowed Teaching Chair for Aviation Programs

An associate professor of aviation and an assistant chief ground instructor, Yoel Hernandez teaches piloting courses. Formerly a commercial airline pilot, administrator, and flight instructor, he loves teaching. At Miami-Dade, he has written aviation manuals, created several courses, and extended the curriculum to include many advanced aviation courses, including Boeing 727 courses.

Hernandez is very concerned about meeting student needs, and he works actively to help students find employment in the aviation industry. A graduate of Miami-Dade himself, he holds a bachelor's degree from Barry University.

CAROLINA HOSPITAL

The Gerrits Construction Company Endowed Teaching Chair

Carolina Hospital grew up in Miami. As a former Miami-Dade student, she relates well to students.

An award-winning author and poet, Hospital specializes in Hispanic American literature and in the role of Latin Americans in the development of the United States. Her essays, fiction, and poems have been included in numerous national magazines and anthologies. She has published three books, and a new work, *A Century of Cuban Writers in Florida*, is soon to be published. She earned her master's degree in Hispanic American literature from the University of Florida.

EILEEN DELGADO JOHANN

Frances Louise Wolfson Family Foundation, Inc., Endowed Teaching Chair

Eileen Delgado Johann's grandmother told her that material possessions come and go, but an education stays with you forever. As an instructor, she tries to instill this vision in the classroom.

A professor of chemistry at M-DCC for the past 19 years, Johann is one of a handful of faculty to be selected for an endowed chair twice. In 1993, she was the first recipient of the M. Anthony Burns/Ryder Systems Endowed Teaching Chair. She is the co-author of the McGraw-Hill publication, *Exploring Chemistry*, which has become a standard text in allied health chemistry courses.

With her computer expertise, Johann has created interactive multimedia presentations in chemistry and nutrition and has produced 17 videotapes for introductory chemistry. She received her doctorate degree in bioinorganic chemistry from the University of Miami.

GERMAN MUNOZ

The First Union National Bank of Florida Endowed Teaching Chair through the First Union Foundation

Dr. German Munoz is also a two-time recipient of an endowed teaching chair. A professor of social science, Munoz created the Campus Social Science Lecture Series—a forum for the discussion of important world issues—and the Center for Contemporary Issues. He was instrumental in broadening the curriculum by introducing courses in African history and culture, and has expanded the college's collection of social science videos.

Along these global lines, he has also recently published a book called *Background Lessons on Global Affairs*, which gives students of international relations an overview of the concepts of political science and international relations. In 1993, the Wolfson Campus Student Government Association named him the "Outstanding Professor of the Year."

Munoz received his doctorate from the University of Miami.

CANDIDO K. SANCHEZ

Miami-Dade Community College Endowed Teaching Chair in Pre-Engineering, Mathematics and Science

With a belief that mathematics can be fun as well as practical, Professor Candido Sanchez has created an equation that equals success for his students. The biggest problem in mathematics education today, he believes, is that most students feel too embarrassed to ask questions. One of his challenges is to make students feel comfortable asking questions.

Sanchez's career spans more than 33 years, and he has been highlighted with many awards. He was among the first teaching chairs chosen five years ago and is one of only a few awarded endowed teaching chairs for the second time. Sanchez was recognized by the Florida Association of Community Colleges in 1993 as Florida Community College Professor of the Year.

Sanchez holds a master's degree in mathematics education from the University of Maryland and a second in mathematics from the University of Notre Dame.

Publisher's Picks

In 1995, the *Hispanic Outlook* presented its first "Publisher's Picks" list of colleges and universities that we recommended to students who would be applying for admission the following fall. This year, we have modified our approach and present our readers with the HOT list (*Hispanic Outlook* Tops) of more than 700 colleges and universities nationwide that offer outstanding opportunities to Hispanic students.

Inclusion on the list is based upon responses to a comprehensive survey as well as an examination of the literature and catalogs of more than 2,500 institutions that are reviewed for financial aid, scholarships, remedial programs, ESL, tutoring, mentoring, Hispanic Studies departments, Hispanic campus organizations, Hispanic faculty and administrators, and other services that are designed to help Hispanic students succeed. Based on my research, I have compiled this year's list of more than 700 colleges for Hispanics.

I hope that once again, the HOT list will help the estimated 150,000 Hispanic students entering college for the first time in the fall of 1997 to select the colleges they will be applying to for admission. To this end, 6,000 high school guidance and counseling departments are receiving copies of this issue.

My hope is that the colleges and universities appearing on this list will continue to improve their programs and that those not yet on the list will do their utmost to make the 1997 list by sending information directly to:

Jose Lopez Isa

Jose Lopez-Isa, Publisher
The Hispanic Outlook in Higher Education
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Paramus, New Jersey 07652-0068

ALASKA

University of Alaska, Anchorage

ARIZONA

Arizona State University
Arizona State University West
Arizona Western College
Cochise College
DeVry Institute of Technology
Maricopa County Community College District
Northern Arizona University
Northland Pioneer College
Paradise Valley Community College
Pima County Community College District
University of Arizona
University of Phoenix

ARKANSAS

University of Arkansas

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Azusa Pacific University
Barstow College
California Institute of Technology
California Lutheran University
California Polytechnic State University, San Luis Obispo
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California State University, Chico
California State University, Dominguez Hills
California State University, Fresno
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California State University, Northridge
California State University, Sacramento
California State University, San Bernardino
California State University, San Marcos
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California Institute of Technology
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Charles R. Drew University of Medicine & Science
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College of the Desert
College of the Sequoias
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Diablo Valley College
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Foothill/DeAnza Community College
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Hartnell College
Humboldt State University
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Los Angeles Community College District
Los Angeles Harbor College

Los Angeles Mission College
Los Medanos College
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Riverside Community College
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University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, San Francisco
University of California, Santa Barbara
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University of Laverne
University of San Francisco
University of Southern California
University of the Pacific
Victor Valley College
Western University of Health Sciences
West Valley College
Whittier College

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Mesa State College
Metropolitan State College of Denver
Pueblo Community College
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at Colorado Springs
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University of Southern Colorado
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Naugatuck Valley Community
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Georgetown University
Southeastern University
The American University
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Broward Community College
Caribbean Center for Advance Studies
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Daytona Beach Community College
Edison Community College
Florida Atlantic University
Florida Community College
at Jacksonville
Florida Gulf Coast University
Florida Institute of Technology
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Florida State University
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University of Tampa
University of West Florida

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Loyola University of Chicago
Millikin University
North Central College
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Northern Illinois University
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School of the Art Institute of Chicago
St. Augustine University
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Southern Illinois University at Edwardsville
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University of Illinois at Urbana-Champaign
Waubonsee Community College
Western Illinois University
Wheaton College
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Indiana University, Kokomo
Indiana University, Purdue
Indiana University, South Bend
Purdue University
Purdue University, Calumet
Taylor University
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Wabash College

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Grinnell College
Iowa State University
University of Iowa
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University of New Orleans
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Bowdoin College
Colby College
University of Maine
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University of Southern Maine

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Dundalk Community College
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Hood College
Loyola College in Maryland
Montgomery College
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University of Minnesota, Twin Cities
Walden University

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Southeast Missouri State University
Southwest Missouri State University
Webster University

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Kean College of New Jersey
Middlesex County College
Montclair State University
New Jersey Institute of Technology
Ocean County College
Princeton University
Ramapo College of New Jersey
Raritan Valley Community College
Rutgers, the State University
Saint Peter's College
Seton Hall University
The College of New Jersey
(formerly Trenton State College)
The Richard Stockton College
of New Jersey
University of Medicine & Dentistry
of New Jersey
William Paterson College

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New Mexico Highlands University
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Santa Fe Community College
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University of Nevada, Reno

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& University Center
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CUNY, York College
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Millersville University of Pennsylvania
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University of Pennsylvania
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Arecibo Technological University-College
Bayamon Central University
Caribbean Center for Advanced Studies
Caribbean University
Carolina Regional College University of Puerto Rico
Catholic University of Puerto Rico
Columbia University
ICPR Junior College
Inter American University, Arecibo Campus
Inter American University, Bayamon
Inter American University, Fajardo Campus
Inter American University, San Juan Campus
Polytechnic University of Puerto Rico
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RHODE ISLAND

Brown University
New England Institute of Technology
University of Rhode Island

SOUTH CAROLINA

University of South Carolina

TENNESSEE

Austin Peay State University
Bethel College
Vanderbilt University

TEXAS

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Amarillo College
Angelo State University
Austin Community College
Baylor University
Blinn College
College of the Mainland
Collin County Community College
Concordia University at Austin
Dallas County Community College District
DeVry Institute of Technology
Galveston College
Houston Community College System
Incarnate Word College
Lamar University
Laredo Community College
Mountain View College
North Harris Montgomery Community College District
North Lake College
Our Lady of the Lake University
Rice University
Saint Edward's University
San Jacinto College District
Southwest Texas State University
St. Mary's University
Sul Ross State University
Tarleton State University
Texas A&M International University
Texas A&M University
Texas A&M University, Corpus Christi
Texas Christian University
Texas Southern University
Texas Southmost College
Texas State Technical College, Sweetwater
Texas Tech University
Texas Wesleyan University
Texas Woman's University
The Victoria College
University of Dallas
University of Houston, Clearlake
University of Houston, Downtown
University of Houston, University Park
University of North Texas
University of Texas at Arlington
University of Texas at Austin
University of Texas at Dallas
University of Texas at El Paso
University of Texas at Brownsville
University of Texas Health Science Center at San Antonio
University of Texas – Pan American
University of Texas, San Antonio
West Texas A&M University

UTAH

Salt Lake Community College
University of Utah
Utah State University

VERMONT

Burlington College
Middlebury College
University of Vermont

VIRGINIA

George Mason University
James Madison University
Longwood College
Northern Virginia Community College
University of Virginia
Virginia State University

WASHINGTON

Central Washington University
Columbia Basin College
Eastern Washington University
Edmonds Community College
Green River Community College
Highline Community College
Olympic College
Seattle Pacific University
Shoreline Community College
Skagit Valley College
Tacoma Community College
The Evergreen State College
University of Washington
Washington State University
Western Washington University
Yakima Valley Community College

WISCONSIN

Concordia University, Wisconsin
Gateway Technical College
Lawrence University
Madison Area Technical College
University of Wisconsin, Eau Claire
University of Wisconsin, Extension
University of Wisconsin, Green Bay
University of Wisconsin, La Crosse
University of Wisconsin, Madison
University of Wisconsin, Oshkosh
University of Wisconsin, Parkside
University of Wisconsin, Stout
University of Wisconsin, Superior

One Who Makes a Difference

Some teachers exemplify the maxim that one person can make a difference. Rancho Santiago College (RSC) professor Angelina Veyna is one of those teachers.

"When we asked our EOP honor students, most of whom were Asian, who at Rancho made the greatest impact on their lives, they said 'Angelina Veyna,'" said Dr. Vivian Blevins, RSC chancellor. "I knew from the start, when Angelina was first appointed, that she had the potential to make a big difference in our students' lives."

Veyna instills in her students an appreciation for history by explaining how she developed her love for the subject.

"I tell my students how I disliked history until I began to discover and learn my own history, a history that had been denied me," explained Veyna. "I learned from other Chicano and Chicana historians about the struggle and accomplishments of my *gente*."

Veyna's commitment reaches beyond teaching history and ethnic studies at RSC. She performs in *Voces*, a theater production featuring five women speaking about parents, school, men, work, religion, children, and self-definition. She also serves on a national humanities project team and teaches history and ethnic studies courses, which she tailors to include recent scholarship and the history of the local community. On top of all this, Veyna was recently selected as one of 16 to receive the 1996 Fulbright-Heys Seminars Abroad Award.

This summer, Veyna travelled to seven different Mexican cities, learning about culture, politics, society, and economics. She plans to use her Fulbright-Hays experience to expand her students' horizons. The knowledge she gained will be integrated into "Mexican-American History" and "U.S.-Mexico Borderlands," new courses looking at how borderlands extend beyond the political divisions and into our communities.

"The more I learn about Mexican culture, the more I can integrate new information to help students better understand the region in which they live," explained Veyna.

Veyna's Fulbright-Hays experience will also help her with an American Association of Community College (AACC) project, "In Quest of Common Ground: Exploring America's Communities." As an RSC project team member, Veyna identifies ways to promote cultural understanding and interaction. The project engages 41 competitively selected community colleges to strengthen the teaching and learning of American history, literature, and culture, and improve intergroup relations.

Veyna's overall goal is to affirm students' cultures and explain commonalities among cultures.

"Many Vietnamese students enroll in my class to understand common historical themes," explained Veyna. "The history of conquest, cultural celebrations, ethnic enclaves, immigration, and adaptation to American life are common themes that unite our students."

Minority Medical Education Hispanic Policy Development Julian Samora Institute Martin Ortiz Alma College HACU

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THE HISPANIC Outlook IN HIGHER EDUCATION

IS THERE A DOCTOR IN THE CLASS?

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Cover Photo: David Sanders, *The Arizona Daily Star*

Special Education: Boon or Doom?

by Ines Pinto Alicea

Latino educators are watching closely as Congress revamps the federal law governing how millions of school children with physical, emotional, or learning disabilities are educated.

"Too many children are classified as having a learning disability," says Dr. Alba Ortiz, speaking of Latino youths and decrying the "potentially devastating effects on the lives of these children."

Ortiz, associate dean for academic affairs and research, College of Education, University of Texas at Austin, adds, "we have to be vigilant. As soon as we label a child in this way, everyone's expectations are lowered."

Nationwide, special education placements and expenditures are soaring. In the last five years, the number of such students receiving federal aid has leaped from 4.8 million to 5.4 million.

Officials at the U.S. Education Department say that the increase is occurring because school administrators are identifying more and more students with problems such as attention deficit disorder. Others claim that students are being dumped into these programs to help school districts capture more federal money, to keep low performers from dragging down their school's test scores, or to avoid dealing with difficult students.

Whatever the reasons, Congress wants to find ways to limit growth in placements and expenditures. That effort is likely to have an impact on Latino students. Congress scrapped plans to reauthorize the special education law this year but will certainly change the law in the upcoming Congress.

Called the Education for All Handicapped Children Act when it was created in 1975, the law promised disabled students access to a "free and appropriate public education," access they have largely achieved, according to Jay McIntyre, policy specialist for the Council for Exceptional Children, based in Reston, Va. The law, known now as the Individuals with Disabilities Education Act, IDEA, has not undergone any major changes in its 21-year history. It needs to be fine-tuned, McIntyre says, to help students "reach their highest potential."

Ortiz wants changes too, saying revisions are needed to reinforce the responsibilities that local and state governments and educators bear to special education students, particularly to those of Latino background.

"The due process language is there," says Ortiz. "The issue has always been implementation. We need stronger enforcement."

IDEA requires that special education candidates be assessed in their native languages if English is not their first language. Ortiz maintains that administrators often claim they can neither find someone knowledgeable about a student's culture and language nor find a test in a particular native language.

When a student with limited fluency is assessed via English, "obviously the student is going to be a low performer," Ortiz concludes. "A teacher might inaccurately attribute problems the student is experiencing to disabilities," Ortiz said. "It is inappropriate to automatically label students as disabled just because they are limited English proficient."

Grace Zamora Duran, director of membership for the Council for Exceptional Children, shares Ortiz's concerns, concurring that a number of Latino students who merely lack English fluency still wind up in special education classes.

The issue is particularly poignant in the Latino community. More and more Latino children each year are being labeled as disabled. At the same time, fewer and fewer Latinos are entering special education professions.

About 12 percent of the 5.4 million students in special education programs are Latino. Only two percent of their teachers are Hispanic, according to a report released recently by the National Clearinghouse for Professions in Special Education.

"All students need role models to facilitate the belief that representatives of diverse populations are and can be successful," says the report's author, Judy Wald. "A diverse teaching force might reduce the occurrence of mislabeling that can lead to the overrepresentation of minority students in special education placements."

This gap between Latino teachers and Latino students is cause for concern. Few Hispanic college students are selecting special education majors. They represent only 3.1 percent of all undergraduates who choose this course of study.

A 1994 report by the National Association of State Directors of Special Education also offers disheartening but perhaps galvanizing statistics. Among the different categories of students in special education—Blacks, whites, Asians, and Native Americans—Latinos were the only group to show an increase in enrollment, from 10 percent in 1986 to 12 percent in 1990.

A 1991 report by the Clearinghouse projected that the Latino student population in special education would grow by 38 percent by the year 2000. Still, the chronic shortage of bilingual special education teachers, psychologists, and speech therapists continues, making it all the more difficult to identify the truly disabled.

More funding is needed to improve teacher training so educators can learn to distinguish between a student who is limited English proficient and a student who is disabled, and, says Duran, "to be trained in how to work with second language learners."

Duran says Congress in the past has considered cutting or eliminating funding for teacher training in special education. Her organization plans to press for more funding next year.

Ortiz believes that wrongful placement in special education compounds the problems of students in the "limited English proficient" category by denying them access to a bilingual education program.

When they are "put in a class that is taught primarily in English, it's a no-win situation," says Ortiz. The students have little opportunity to prove that they are academically proficient in that type of setting. "They become confused and frustrated."

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Is There a Doctor in the Class?

by Jana Rivera

As a child growing up in the border town of Nogales, Ariz., Veronica Pimienta knew that she wanted to be a doctor and that she would some day have a practice in Nogales.

For more than seven years after graduating from the University of Arizona with a bachelor's degree in microbiology, she worked at various jobs in the medical field. But when her application to medical school was rejected, her plans came to an abrupt halt.

Then a friend told her about the Minority Medical Education Program (MMEP), a national program funded by the Robert Wood Johnson Foundation to help minority students improve their competitiveness in the medical school application process.

Pimienta is now a second-year medical student.

Robert Bonillas, a Tucson, Arizona, resident, always thought he would take over his father's auto mechanic business when he finished school. As a kid, he was fascinated by the process of diagnosing the problem and working through the resolution.

"It's that type of work that I like," Bonillas says. "Then I realized that a physician's job and a mechanic's job are kind of the same thing."

Bonillas completed the MMEP in 1995. He is now a first-year medical student at the University of Arizona.

Both Pimienta and Bonillas credit MMEP as a major contributor to their successes.

When Pimienta first applied to medical school, she was hurt by her low scores on the Medical College Admissions Test (MCAT).

"That program really made a difference," she says of MMEP. "When I applied again, they took into consideration that I had retaken the MCATs and that I had done better."

MCAT review and mock MCATs are a big part of the program, says UA program coordinator and former MMEP participant Jonathan Robles. Additional preparation for the MCATs comes from workshops on study skills, test-taking skills, time management, and stress reduction.

Bonillas remembers getting a great deal of help from "a professional test-taker," a speaker who taught the students how to approach an intimidating test such as the MCAT.

MMEP, however, is much more than an MCAT review course. During the intense six-week course, which provides students with room and board, a $300 to $1500 stipend, possible college credits, and all review materials, each student is paired with a community physician and allowed to shadow that doctor to observe surgery and other medical practices first-hand.

"Through MMEP I got paired up with an orthopedic surgeon," Bonillas says. "It allowed me to see how medicine is actually practiced, and I could really find out if medicine is what I want to do."

Bonillas has maintained his relationship with his MMEP mentor, who provided him with a letter of recommendation for medical school and with continuing

David Sanders, *The Arizona Daily Star*

Status report:

Of the 5,500 students who've participated, about 2,500 have applied to medical school, and about 60 percent were accepted.

opportunities to experience the practice of medicine.

"Because of my relationship with the mentor I met through MMEP," Bonillas says, "I think I've done more as a pre-med than a third-year medical student."

Bonillas is now considering a career as an orthopedic surgeon.

Robles says the clinical shadowing also keeps the students motivated during the rigorous MCAT review courses by reminding them of future medical opportunities.

National MMEP program coordinator Kevin Harris says the program is designed to give the students maximum exposure to the medical school application process and to people who can help and advise them. It also provides students with a realistic view of what to expect in medical school and a career in medicine.

"At one site, a student was able to observe open-heart surgery," Harris says. "They really jump right in and get an idea of what medicine and medical school are about."

Another aspect of MMEP exposes students to the somewhat daunting medical school application process in several different ways:

- The application to attend MMEP is purposely similar to the application used by 109 U. S. medical schools.
- Students are run through mock medical school admission interviews. Each interview is video-taped so that students can pinpoint and correct potential problems.
- Students are acclimated to the entire application process and applicable deadlines.

Networking opportunities are another perk of MMEP, says Robles. The students agree. Through informal gatherings, such as "docs and donuts" and "grub and scrubs," participants meet and mix with community doctors, med students, and med school instructors. Pimienta was impressed during her MMEP training by the involvement of the dean of the medical school at the University of Arizona.

Participants network, too, with the other minority students, all struggling with the stress inherent in a pre-med program. Here they find peer support.

"For many of the students, when they go back to their institutions, they are one of only a few minority students in a science class," Robles says. Not so at MMEP. "When you get them together with 50 other students with the same goals, that really fires them up. They really feel supported. I think that's one of the best benefits for the students."

Once the participants complete MMEP, they have an ongoing source of assistance and information, says Harris. Former students can subscribe to a "list server," where they solicit information on topics and get feedback from peers. They also receive a newsletter three times a year.

According to Harris, statistics from the Association of American Medical Colleges show that since the national MMEP began in 1989, more than 5,500 students have participated at nine campuses across the nation. To date, about 2,500 have applied to medical school, and about 60 percent have been accepted. In 1986, prior to the start of the MMEP, the percentage of underrepresented minority students accepted by medical schools was 47.2 percent, compared with 54.6 percent of other applicants.

As of the fall of 1995, about 14 percent of all underrepresented minority students enrolled in medical schools are former MMEP participants.

To be eligible for the MMEP, students must be African-American, Mexican American, Mainland Puerto Rican, Native America, Alaskan Native, or Hawaiian Native; and they must have completed at least one year of college, with an overall grade point average of 3.0. They must also demonstrate a serious interest in a medical career.

Association of American Medical Colleges:
http://www.aamc.org/about/start.htm

Minority Medical Education Program/
National Program Office:
http://www.aamc.org/meded/minority/
mmep/start.htm

Minority Medical Education
Program/Western Consortium:
http://weber.u.washington.edu/dolson/
mmep.html

Home page for pre-med students
developed by Robert Bonillas:
http://www.ahsc.arizona.edu/pre-med

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Policy Project Has a Will and Always Finds a Way

by Joyce Luhrs

Ask president Siobhan Nicolau to describe the Hispanic Policy Development Project (HPDP) and she'll tell you it is "a resource, networking, training, and overall 'Can we help you?'" organization. As a founder, she can also tell you how it got where it is, stopping along the way to mention its formal mission: to analyze policy issues affecting Hispanics in the United States and to bring its research findings to key groups and leaders throughout the country.

Sixteen years ago, Nicolau and others working with her on a CBS Foundation project discovered that people outside the community were unaware of Hispanic issues and concerns. She and her colleagues felt a strong need for what she calls "a mediating institution where Hispanics and non-Hispanics would together serve on the board, be involved in the project, and get people into contact with each other."

HPDP was developed to be such a place.

Early on, she and the group agreed, too, that to make any impact, they would need to focus on issues that were already part of the national agenda. "We might have thought other issues more important, but they wouldn't pay any attention. We were hanging onto the tail of the comet," says Nicolau.

In its first three years, the project developed a flagship publication, *Hispanic Almanac*, and founded the National Commission on Secondary Education for Hispanics. The commission spent the next years developing a landmark study, *Make Something Happen*, which she believes to be the most significant work about Hispanic dropouts yet developed jointly by Hispanics and non-Hispanics.

Millie Garcia, vice president for administration and training at HPDP's satellite office in Washington, D.C., claims the Commission was "the first to call attention to the huge dropout rate of 40 percent."

> **"Hispanics have deep cultural issues regarding not rocking the boat. Nobody is going to do it for us. There has to be a push-pull."**
>
> **Sioban Nicolau,**
> **president,**
> **Hispanic Policy**
> **Development Project**

With funds from the Reader's Digest Foundation, and later from Kraft General Foods, HPDP started a program on parental involvement in schooling, and wrote two handbooks, *Together Is Better*, and *Queridos Padres*, selling to date 130,000 copies. Inspired by this success, HPDP developed parent training programs and pre-school guides.

Garcia spends much of her time training teachers about diversity and family involvement. "We work a lot to ensure that our students get through their early years of education. If they don't finish high school, they're not going on to higher education. If they're not taking the right courses, they're not going on to higher education. If their families don't understand the importance of education, they're certainly not going on to higher education," she says.

Millie Garcia (left) and Siobhan Nicolau (center) make a presentation at the national conference of MANA in Washington, D.C.

Finding funds for HPDP was and is problematic. "We were always viewed by funders as a strange organization, a mix of Hispanics and non-Hispanics working together. Were we a minority organization or not, some asked," explained Nicolau.

As grants became even tighter, HPDP decided not to compete with local, regional, national, or academic organizations for shrinking dollars. Instead, the board opted to follow a self-supporting philosophy whereby the organization would earn its income through training and products developed by the staff.

"We have never flourished, but we have survived. We have produced credible things. We receive no grant monies for general support, and we don't seek grants. We don't want to compete with the local organizations, and at a time like this, I don't want to take monies that should be going directly to the services," she said.

They do tap corporate America for funds by publishing reports about the Hispanic market and by training business people, via the Aspen Institute and elsewhere, about that market. HPDP revised the *Hispanic Almanac* to be a marketing book and published *Handsome Dividends: A Handbook to Demystify the U.S. Hispanic Markets*.

Supporters remain loyal. Now chair of the board of directors of HPDP, Patricia Asip has been involved with the organization for nearly sixteen years. Asip remained with HPDP primarily because of its leadership, including Nicolau.

> **"Yes, we have to care about immigration laws, but we have to make sure that our kids are educated."**
>
> **Sioban Nicolau**

> **"If the Hispanic community is going to effectively use the power of our numbers, we have to agree upon a collective agenda."**
>
> **Sioban Nicolau**

"She was trying to do something that no other organizations were doing—to join forces between Hispanics and Anglos and bring them together on the board. I thought that was a very good approach. Perhaps together we can reach an understanding of the problem rather than just developing an all-Anglo or all-Hispanic organization," said Asip.

She applauded HPDP's policy of not competing with other Hispanic organizations for funds and its promotion of the Hispanic market as an important economic entity, believing that with this interest, more people will view the population as one with market potential, thus generating more career opportunities.

"As the consumer becomes more prevalent, the more companies will require individuals with higher education to understand the Hispanic market," she said.

Through its research, HPDP sees the state of Hispanics in K-12 as having serious ramifications for the picture in higher education.

"A disproportionate percentage of our population is increasingly trapped at the bottom of the social ladder. It is becoming harder and harder to climb up," said Nicolau.

"We ought to have larger numbers entering higher education—proportionate to our population, approximately 20 percent of the general population. We should be proportionately represented in higher education. We ought to have more of our young people as high school graduates with the basic skills. Right now, we have to get more of our young people with the basic skills needed in our post-industrialized society.

"Yes, we have to care about immigration laws, but we have to make sure that our kids are educated," she said firmly.

"People inside institutions have to open the doors, and we have to demand that they be open," she noted. "But for Hispanics, this might not be easy."

"Hispanics have deep cultural issues regarding not rocking the boat. Nobody is going to do it for us. There has to be a push-pull and some understanding that if the Hispanic community is going to effectively use the power of our numbers—and we clearly are going to be the largest minority group in this country—we have to agree upon a collective agenda."

So far, she sees the need for equitable access "to health facilities, to jobs in the government, to education, to the information superhighway" as one agenda item that nearly all could rally around.

Meanwhile, Millie Garcia in Washington continues on the path started by Nicolau and her fellow HPDP originators.

"I like to keep dialogue going with everyone, not just Hispanics. I try to respond to all groups and people, to meet their needs and to help them."

What's she been doing lately? Working with entities such as The National Coalition Group for Parents in Education. And with the folks at AARP, The American Association for Retired Persons, about their plans to get grandparents involved in education.

American Midwest Launches Research Revolution

by Jennifer Kossak

Since 1989, a quiet revolution has been taking place on the campus of Michigan State University in East Lansing, where the Julian Samora Research Institute (JSRI) has emerged as analyst and articulator of Latino issues.

What is revolutionary about JSRI? The Institute is the only Latino research facility based at a major Midwest university. JSRI has been working diligently in its seven years to close the information gap left by previous researchers and to focus scientific eyes on too often ignored or underexplored territory.

Led in its first five years by Dr. Richard Navarro, the Institute welcomed its first permanent director, Dr. Refugio I. Rochin, in 1994.

A native of Southern California, Rochin became a professor at University of California in Chicano studies, a discipline he co-founded at that institution, and of agricultural economics, in which he earned his doctorate. The doctorate and a master's degree in communication were both earned at Michigan State.

Rochin accepted the post of institute director because of his "conviction that the Hispanic population needs more social science research to address growing issues." He also emphasized that there is no national think-tank devoted to scholarly research and public policies in particular.

Julian Samora, for whom the Institute is named, was the first Mexican American sociologist to receive a Ph.D. During his tenure at Michigan State University, and later at Notre Dame, he became a leader in Latino research and Mexican American studies. He also became a co-founder of the National Council of La Raza.

Samora died in February 1996, just one month short of his 76th birthday. His legacy includes the JSRI and the 50 or so Latino students to whom he was a vital mentor.

Michigan State, a land grant institution, follows the traditional land grant commitment to knowledge that can be used by the community, explained the Institute's assistant director, Rosemary J. Aponte.

"The Julian Samora Research Institute was established in that context," Aponte said. "Not research for research's sake—research with a focus on improving the lives of Latinos."

Though part of the MSU's College of Social Sciences, the Institute is affiliated as well with its College of Agriculture and Natural Resources. Juan Marinez, assistant director of outreach at the Michigan Cooperative Extension, is based at JSRI, and serves as its liaison to Latino communities in Michigan.

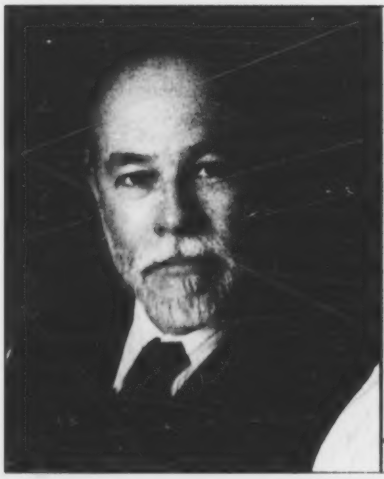
The Institute lends technical expertise to Latinos with the goal of developing policies that address community concerns. Aponte is quick to stress, however, that the Julian Samora Research Institute is neither a small nor a local organization.

"We are a national resource for information on Latinos. People are welcome to come to us. We are trying to reach out. We want to be the information resource on Latinos in the Midwest."

Aponte has cause to view JSRI as a "hub of Latino scholarship." During the last academic year, she estimated, 50 Latino scholars came to the Institute to share their information and expertise. Aponte herself is working at the University of Chicago toward a Ph.D. in sociology.

A 10-university Midwest Consortium for Latino Research is hosted by the Institute.

Fulfilling a mission to distribute its findings to academics and leaders in private and governmental arenas, JSRI produces publications ranging from statistical briefs (*cifras breves*) and research reports to a working paper series. Titles include "The Education of Hispanics in



> **"What I foresee for the next century is collective interdisciplinary scholarship."**
>
> **Dr. Refugio I. Rochin, director, Julian Samora Research Institute**

Michigan: A Comparative Assessment" and "Latinos in the Heartland: The Browning of the Midwest." The Institute's publications allow timely dissemination of research data and are an outlet for the original research of academics and scholars.

Last year, JSRI produced its first book, *Immigration and Ethnic Communities: A Focus on Latinos.*

Planned by the Institute for April 1997 is a conference on Chicano studies, with a publication of its findings likely to follow.

Among JSRI's current interests is the recent influx of Latinos into traditionally white farming towns due to recruitment by the meat packing industry. The Institute will look at the dynamics—how Latinos are surviving and how the labor market is affected.

JULIAN SAMORA RESEARCH INSTITUTE

With the increase in the Latino population, Aponte added, come changes in education, changes in labor. JSRI works to compile and analyze those changes by studying original in-house and secondary research.

In addition to its research, the Institute encourages professors to incorporate a Latino focus or element into the curriculum. One method of achieving this goal is through the augmentation of existing courses.

Aponte reported a recent push to recruit new Latino faculty members for the Institute to join existing faculty: Robert Aponte, Maxine Baca Zinn, Manuel Chavez, Rene Perez Rosenbaum, Marcelo E. Siles, Joseph Spielberg Benitez, Francisco A. Villarruel, and initial director Richard Navarro, who led the institute during its first five years.

Another goal is the establishment of a Latino Studies curriculum at Michigan State.

Rochin recalled that when he assumed his post as director, groups approached him seeking assistance with several aspects of community life. He urged those groups to ask questions and allow the Institute to provide answers through specific research.

"We are not a fund-raising group," Rochin said of JSRI, "but we will produce data that will provide credible, reliable validation," for example, analyses of dropout rates that a group might use to promote the urgency of its cause.

How does JSRI's research influence the academic world? "We're promoting a multicultural curriculum by showing the need for it. We help to diversify the knowledge base."

"What I foresee for the next century is collective interdisciplinary scholarship," Rochin predicted. "The future will need knowledge brokers" who will work with "objectivity, passion, and honesty" to produce information that is valuable to policy-makers and allows people to make stronger judgments.

JSRI maintains a web site at http://www.jsri.msu.edu/ and produces a newsletter, NEXO.

continued from page 4

An estimated 948,000 children are both limited English proficient and disabled, according to the U.S. Office of Special Education. A common problem these children face, Ortiz says, is placement in a bilingual education program with a teacher who lacks the training necessary to educate a disabled child.

The growing cultural and linguistic diversity found in U.S. schools unarguably calls for relevant preparation of teachers. Ortiz maintains that many teacher training programs offer only one or two introductory courses, and these are expected to cover a multitude of issues—differences of gender, religion, culture, and economic status.

"This type of introductory course doesn't provide the expertise needed for that person to adequately assess the academic needs of a child," said Ortiz. "The training programs are not keeping up with the changing demographics."

Update: The November 8 issue reported the elimination of the Harris and Javits Fellowships from the federal budget. The latest word is that they were eliminated as line items, but "folded into" the Graduate Assistance in Areas of National Need program. The impact of this move is not yet clear.

Wheaton College

Dean of Student Life

Wheaton College is accepting applications from those interested in professionally serving in the area of Student Life. The Dean of Student Life is responsible for student life and the general conduct of students and for overseeing the administration of Residence Life, Student Activities, the Office of Christian Outreach, and the Housing Office. An effective candidate will require a Masters with substantial course work completed toward a Ph.D. and have 5-7 years of experience in higher education. Applications should be submitted by January 15, 1997 to the **Director of Human Resources, Wheaton College, Wheaton, IL 60187.**

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a Statement of Faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority applicants are encouraged to apply.

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One from the Heart

The father rode with Pancho Villa.
The son, Martin Ortiz, is a different kind of revolutionary.

by Roger Deitz

Few educators have gained the historical perspective of Martin Ortiz on minority students and higher learning. To Ortiz, now 75, it seems not so long ago that he was the only Latino underclassman enrolled at California's Whittier College.

Back then he was a freshman in the class of 1948, attending college under the GI Bill. On his very first day, a stranger stopped him and asked, "And where do you think you're going?" Ortiz quietly responded, "To get an education."

Today the Whittier campus has a different ethnic makeup, with student enrollment that is 34 percent Hispanic. As those numbers grew, Ortiz saw a need for and championed the start of Whittier's Center of Mexican American Affairs, a place that would bring his enthusiasm for knowledge, his *ganas*, to young Hispanics. This crusade, or *movimiento*, as he calls it, began with the Center's birth 29 years ago. Since then, with Ortiz as its founding director, the prominent facility has been helping Hispanic students to enroll, work, progress, graduate, and gain employment.

Ortiz says that he can distill the Center's significance to just three words: "We open doors!" He adds that its effectiveness is due "in part to its having great support from the rest of the school. My office is in the Administration Center. Usually functions like this are two or three blocks away." Affectionately known on campus as *El Jefe*, the boss, Ortiz reports directly to Whittier's president, Dr. James L. Ash, Jr.

The Mexican American center began operations part time in 1968 and opened full time in 1971. Ortiz remembers that the idea was to create an environment that would "help students to help themselves."

"I know that might sound like just words, but they are not empty words. I always thought that was our mission here, and we do everything we can to make that a reality," he says.

That reality is achieved not through lip service but through the Center's coordination of five important components that support students' efforts: The Hispanic Students Association, The Hispanic Parents Advisory Council, Alianza de Los Amigos, The Business-Industry Resources Group, and The Corporate Sponsors Group. Ortiz is an advisor to each group, and the five bring into play different elements to facilitate a Latino student's scholarly striving.

Alianza de Los Amigos is composed of Whittier's Hispanic alumni. Chapters were formed at Hispanic-serving college campuses in the early 1970s. At Whittier, the Mexican American Center calls upon alumni to serve as mentors and business contacts and to conduct annual scholarship fund-raising banquets.

Each year Alianza de Los Amigos honors outstanding Whittier College alumni. To date, 34 of Whittier's Hispanic graduates from various professions and backgrounds have been inducted into the Center's Hall of Fame. Photographs of these role models hang in a special gallery in the Center, where students can view them and be inspired by the honorees' achievements.

"I attribute a lot of our success to Alianza de Los Amigos, the alumni group," states Ortiz. "We maintain a notebook containing the resumes of a number of these alumni. We try to pair the alums to students here on campus. It's working out very nicely."

Recently, the college established in Ortiz's name a $2,500,000 endowment

> **"Sometimes Latino parents don't understand the world of academia. They're conditioned by the past. I tell parents that college is the future and that their children belong in it."**
>
> **Martin Ortiz**

"Mr. Ortiz has made me feel like I am special and that I do have something special to offer. Nobody can ever take his place."

Marissa Gallegos, as quoted in the *Los Angeles Times*

scholarship fund for Hispanic students. The alumni group was one of the earliest contributors, presenting first a check for $10,000, then another for $25,000.

Established students, juniors and seniors, are also encouraged by the Center to get involved through big brother and big sister programs wherein they serve as guides to new students. Ortiz says that no student in need of academic assistance is ever abandoned. The Center insures that there are many people a student might turn to, including other students, alumni, and administrators.

Ortiz reports that the Center has open lines of communication with every department at the college. "We can pick up the phone and talk to just about anybody on campus with a certain amount of respect—and a certain amount of authority. We can get to the heart of any problem and find a solution. That kind of access would be missing were we not here."

For student and alumni career development and job placement, the Center of Mexican American Affairs uses contacts in the business and industry community. "This can really help students get started," says Ortiz. "Just yesterday we helped a former graduate, who's been out of school for several years and recently out of work, make a connection with a new employer."

The Business-Industry Resources Group includes 60 companies that help out financially or provide in-kind services when needed. The Corporate Sponsors Group is composed of 27 companies that purchase tickets by the table for the scholarship banquet. The 23rd annual banquet is coming up in February.

A most gratifying component of the Center of Mexican American Affairs is The Parents Advisory Council. "Ninety-four percent of our Latino students are the first ones in the family to go to college. We feel that we need to get the parents involved so they will know what's going on here at the college campus. We schedule talks for them, bilingual when necessary, about topics such as financial aid, student services, and the admissions process. In doing this, we try to bring the parents closer together with the needs of their sons and daughters.

"Each year the Center sponsors an event called the Parent Recognition Dinner where the students get up and thank their parents publicly, in Spanish, in some cases, for their support. It becomes a very emotional experience.

"I know what it's like. I was a first-generation college student, and my father, who never spent a day in school, could not understand why I was studying all the time. After a while my parents realized it was for the good of myself and the good of the family to stay in school.

"My father was here for my graduation. I remember there were tears in his eyes as I passed him. The tears were there because one of his sons was graduating from a college.

"We know it is important for the families to be involved. The Center sponsors various cultural events on campus to bring the students and their families together. Notable among these is the *tardeada* or afternoon reception, which is an event in the Latin American style, held each October to recognize the efforts of Hispanic students, their parents, and other family members."

What does the Center mean to the students? Ortiz concludes, "Only last a week a couple of students remarked to me that if the Center of Mexican American Affairs had not been here, they would have felt lost. I think the message for Hispanic educators at other schools is that sometimes one person can make a difference. And I like to think that my presence here, and the establishment of the Center, has made a difference in helping the students become alumni who themselves, in time, become resources for the success of future students."

"[He's] the gentleman whose work is the glorious fulfillment of his hopes and dreams."

Whittier President James L. Ash, Jr., on Martin Ortiz

Alma College Builds Recruitment Bridge to Puerto Rico

Special Submission to Hispanic Outlook

The results of Mark Nazario's Puerto Rican recruitment initiatives have begun to materialize in happy faces of new students on the Alma College campus. This fall five Puerto Rican students—three of them first-year students—are in Michigan's heartland for an Alma College liberal arts education.

Nazario, a college staff member since 1988, was named director of admissions in 1994. An active recruiter, he enjoys the time he spends traveling and meeting students and their families. "It's great to tell high school juniors and seniors about Alma College—I never have a hard time finding something good to talk about."

Being an educational role model for Hispanics is one of his major goals. "I have three uncles who are illiterate," he said. "I was raised in Lorain, Ohio, as the oldest of nine children, and I'm the first generation of my family to attend college. That's why I'm a strong advocate for expressing the importance of higher education."

Nazario's role-modeling extends to Hispanics beyond his own family. "Puerto Rico is a good market for Alma," says Nazario. "It's an untapped area with many potential students who want to study in the United States."

Nazario, an American-born son of an immigrant from Puerto Rico, notes that most Puerto Rican students attending U.S. colleges and universities go to major cities in eastern, western, or southern states. Alma offers a new twist—an opportunity to attend a small, private, liberal arts college in mid-America where they will have the opportunity to meet and mix with other students.

"When you're dealing with families who are sending their sons or daughters great distances," Nazario explains, "you need to be able to promise them that the institution cares about their children. Hispanic parents really appreciate knowing about Alma's close-knit atmosphere." This nurturing atmosphere, in which students and faculty work together and get to know each other personally, has been particularly attractive to the Hispanic families with whom Nazario works.

The college's recruitment program in Puerto Rico is so important that both Nazario and John Seveland, vice president for enrollment and student affairs, went to Puerto Rico in June to make personal presentations of scholarship certificates awarded to the three students new this fall.

Two of the recipients—Janitza Ocasio and Sally Texeira—are graduates from Centro San Francisco in Ponce, a school built and run by nuns from the Order of the Sisters of St. Joseph based in Brentwood, Long Island, N.Y. They received their scholarship award certificates and other gifts from Alma at a special meeting, arranged by CSF's Sister Anita Moseley, at Governor Pedro Rossello's home. The governor's wife, Margarita (Maga) Nevares De Rossellos, was part of the presentation.

The third student, Ajaisha Rodriguez, attended the American Military Academy, where Nazario and Seveland presented her certificate at graduation.

All three students are well-qualified applicants receiving merit scholarships from Alma College, according to Seveland. "We were there to celebrate the students' achievements," he says, noting that the students are "capable, bright, good kids with potential for success who are very deserving of their awards."

Both Nazario and Seveland consider these new students as bridge-builders who will be followed by other students. "Our goal by the year 2000 is to have 10 new students from Puerto Rico each year," says Nazario.

> ***"When you're dealing with families who are sending their sons or daughters great distances, you need to be able to promise them that the institution cares about their children."***
>
> **Mark Nazario,**
> **director of admissions,**
> **Alma College**

The three first-year students joined two previous transfer students from Interamerican University of San German, Puerto Rico, who entered Alma in 1995, Alberto Vera and Judith Marie Orengo. In Winter Term 1995, an Interamerican student, Carlos Perez Yuste, attended Alma as part of an exchange agreement between IU and Alma College.

Two of the new students, Janitza Ocasio and Sally Texeira, were childhood friends. It seems natural for them to be roommates at the same college. Both students are part of the Alma family and work in the Admissions Office. "I miss my family a great deal," one said, "but the faculty and staff here are making me feel like I fit in just fine."

Nazario's involvement in Hispanic concerns carries into his professional commitments. A member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), Nazario is vice chair of the Latino/Latina Caucus. This group's main objective is to inform college administrators of new developments with regard to Latino/Latina issues in higher education.

As Alma College's director of admissions, Mark Nazario is an education advocate stressing the importance of higher education to hundreds of high school seniors each year. He strongly encourages Hispanic youth to expand their opportunities through higher education.

Since joining Alma's admissions staff in 1988, he earned a master's degree in higher education administration at Central Michigan University, in 1995. That year he was selected to receive the Outstanding Graduate Student of the Year award, sponsored by CMU's Office of Minority Affairs.

A King-Chavez-Parks Fellowship Grant from the Michigan Department of Education helped fund the graduate degree work. In the near future, Nazario plans to pursue a doctoral degree. For now, he's taking time to enjoy his three children, Nicole, 14, Derek, 11, and Lucas, 5.

"You live and learn and make sacrifices," he has said of the two years he spent working on his degree while continuing his full-time admissions work. He attributes his success to his wife, Sue. "She is very supportive and my number-one motivator. She is the unsung hero of our family."

Nazario is a member of more than a dozen organizations, including the Michigan Educational Opportunity Fund, Inc., a Lansing, Michigan-based nonprofit organization that works with Hispanic Youth, and the National Hispanic Scholarship Fund, for which he serves as a scholarship evaluator for the Midwest. In addition, he is a vice chair of the Latino/Latina Caucus of the American Association of Collegiate Registrars and Admissions Officers.

Nazario has a B.A. degree in communication from Bowling Green State University and an A.A. degree from Lorain Community College in Elyria, Ohio.

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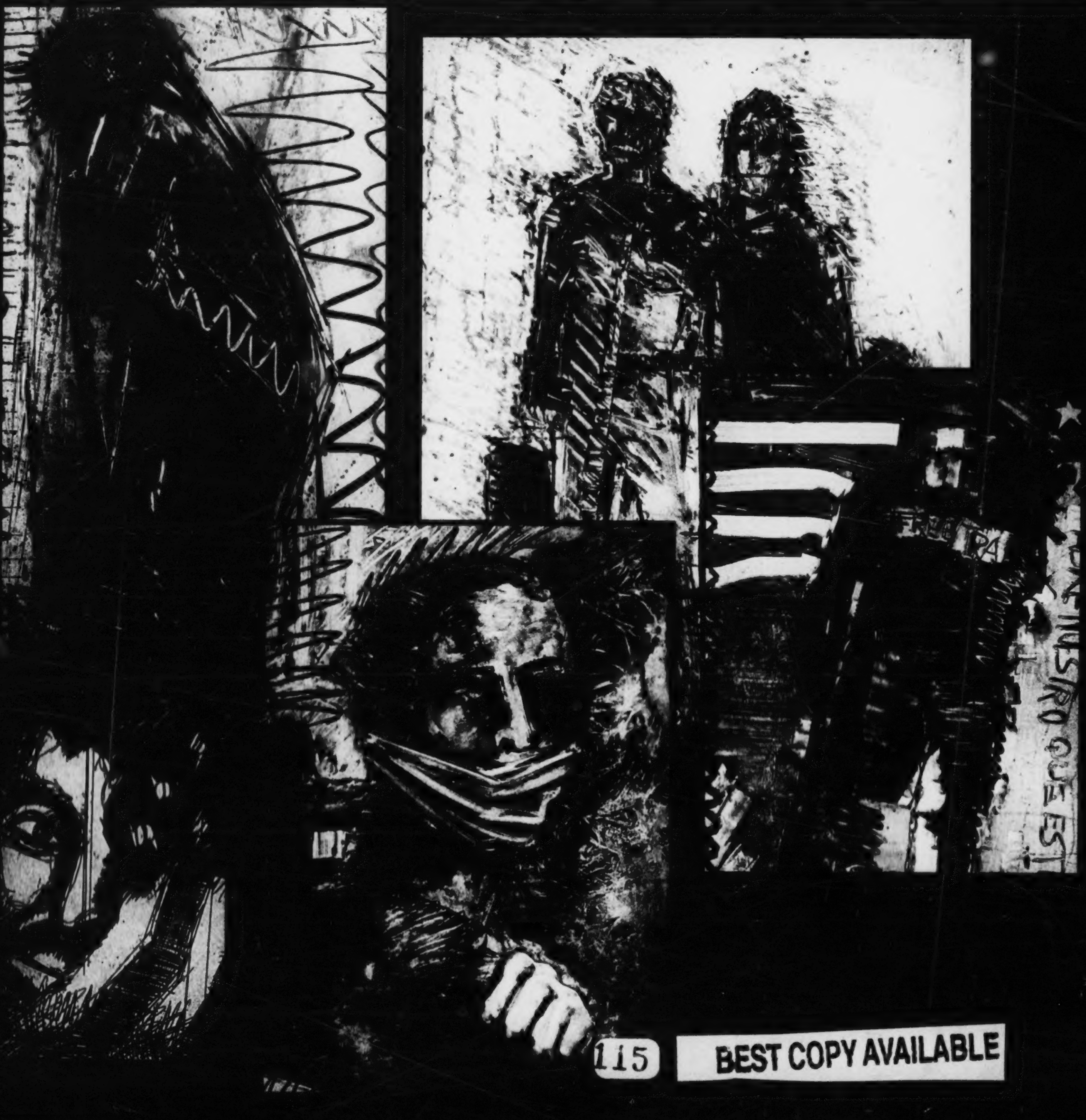
DECEMBER 20, 1996 VOLUME 7 • NUMBER 9

THE HISPANIC Outlook IN HIGHER EDUCATION

CHICANO ART



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Cover artwork by Malaquias Montoya

Fear Brewing Among Believers in Remedial Education

by Ines Pinto Alicea

Latino education leaders fear that the restrictive budget climate in Congress and the push by states to eliminate remedial classes at state universities could prompt Congress to strike at remedial education.

"It would be a big mistake if they did," said Rosie Torres, director of public policy for the Washington-based ASPIRA, a Latino civil rights and education organization.

"Far too many of our students are coming out of school without the tools to get them through college. Providing them with remedial education…gives them a chance to catch up with their peers and compete."

Torres and other Latino leaders who keep a sharp eye on Washington said that Congress could use the upcoming renewal of the Higher Education Act (HEA) to attack remedial education, denying federal financial aid, particularly Pell Grants, to college students enrolled in what some call "developmental classes."

"For many of these students, persistence towards a degree is often contingent upon the completion of one or two required remedial courses….If aid opportunities are limited, access for such students, already challenged by numerous other obstacles, could be further impaired," said Jamie Merisotis, president of the Washington-based Institute for Higher Education Policy and member of the Advisory Commission on Student Financial Assistance, a nonpartisan panel that provides guidance to Congress.

Jane Glickman, a spokeswoman for the U.S. Department of Education, said that the concerns that education leaders have expressed about the possibility of such action were the result of a misunderstanding. Glickman said representatives from her agency simply asked education leaders if there were a "better way to do remediation," and someone suggested eliminating financial aid to students taking remedial courses. She added that department officials were studying a variety of proposals.

A related concern is the debate over whether students taking English as a Second Language classes should be eligible for federal financial aid. It is a debate likely to surface in the Higher Education Act renewal, as it did in 1992, and one on which the education department has not taken a clear stand.

Any new limitations on financial aid to those in remedial or English as a Second Language classes would be felt by thousands of students, particularly Latinos. A 1994 survey of community colleges found that 48 percent of Pell Grant recipients were enrolled in remedial courses. And according to the American Council of Education (ACE), 56 percent of Latino college students were enrolled at two-year colleges that same year.

"Students taking developmental courses are more likely than those not receiving remedial help" to have a family income of less than $20,000 annually, to have been born outside of the United States, to speak a language other than English at home, and to be persons of color, according to a recent ACE report based on data from the National Center for Education Statistics.

The study found that nearly one in five Hispanic undergraduates took remedial courses in the 1992-93 school year.

Linda Michalowski, coordinator of student financial assistance programs for California's community colleges, said she doubts that Congress will take up any such proposals and eliminate financial aid as feared. Already recipients can have only one year of classes paid for by the aid.

The issue has basically divided the education community into two camps: those who believe that eliminating the aid will hinder potentially good students' access to higher education and those who believe that limited budgetary resources should be dedicated to students who will succeed in college.

"If their financial aid eligibility is taken away, it's like closing the door on their future," Michalowski said. "The purpose of financial aid is to give access to students who wouldn't normally have access."

Merisotis maintained that a student's need for remediation did not preclude academic success. A retention and success rate study conducted by the Texas Higher Education Coordinating Board of Education showed strong academic performance by those enrolled in remedial classes. Students who completed remediation were generally comparable academically to students who did not require it, and they earned certificates and associate degrees at a higher rate proportionately, he said.

Conservative leaders say that by giving federal aid to students who need classes to learn basic skills that they should have mastered in high school, tax payers pay twice to educate them.

"Colleges are now devoting more of their resources—financial and human—to what our elementary and secondary schools should be doing," Bruno V. Manno wrote in a 1995 issue of *Change* magazine. "Dumbing down the system sends the wrong message. It says to students: 'Don't bother working hard. It doesn't matter. We'll admit you anyway.'"

Manno, a senior fellow at the conservative Hudson Institute, was a top official in the Education Department during the Reagan and Bush administrations.

U.S. Education Secretary Richard Riley said that many high schools across the country already are moving toward raising the standards so students won't need remedial work in college.

"All of these efforts have to start early so you are not taking…18-year-olds and trying to teach them basic math," Riley said.

Still, thousands of students who graduated from less than adequate high schools are facing a quandary. Some states are already tightening college admission requirements to reduce expenditures for remedial lessons, the ACE report said.

City University of New York tightened admission requirements in 1996. Applicants judged unable to complete remedial courses within one year are denied admission to four-year colleges and sent to community colleges. The change is expected to affect about 2,500 of the system's 213,000 students.

California State University is reducing the number of remedial courses it offers over the next ten years, said David Merkowitz, a spokesman for ACE.

The Bright Lights of Bustoz

Arizona Educator Earns Top Award for Minority Mentoring

Joaquin Bustoz, professor of mathematics at Arizona State University (ASU) recently granted $10,000 and a national award for his work with students, was adamant: "I really do feel that to a certain extent, I am receiving credit that should be due to my students. My students are very, very strong. They are very, very bright. They are very disciplined."

The credit in question is the President's Award for Excellence in Science, Mathematics and Engineering Mentoring, administered by the National Science Foundation, given to Bustoz and nine other educators nationwide at a White House ceremony in late September. The occasion of his adamance is an *HO* interview.

Commended on his diplomacy, Bustoz insists: "I am NOT being gracious. It seems to be largely unappreciated that in the minority population, as in any human population, there is a tremendous amount of talent. This is part of the human condition. Now, for societal reasons, sometimes that talent lies buried...."

And who better to unearth it than this true believer in both the natural genius of young people and the rewards to be found in the world of mathematics.

ASU president Lattie Coor says of him: "His students do well under his mentorship because he pushes them to excel, and his personal attention to every student instills a level of inspiration, self-confidence, and trust that is truly rare."

Bustoz offers a different slant. "The fact is that mathematics is especially easy to teach because young people are very interested in mathematics. It is a very compelling subject."

Asked what combination of genetics and environment, in his view, produces superior mathematicians, he skips not a beat before responding: "Success in mathematics, like success in anything else in life, requires more determination and discipline than anything else."

His answer is echoed by one of the hundreds of students mentored by Bustoz—Tina Tsinigine: "He showed me that with hard work and determination, I could accomplish anything I wanted." Bustoz spent many evenings and weekends holding study sessions to help her and others with homework or test preparation, she says. "I don't think I would ever have graduated from college, let alone with a mathematics degree, if it were not for his support."

Tsinigine, now a high school math teacher, is one of many Navajo Indians to graduate from ASU. Fellow graduate Erica Gonzales is now a math teacher too, at Esperanza Academy in Phoenix. She described Bustoz in a nominating letter as one of the most influential individuals in her life.

Bustoz clearly has a gift for getting good things under way. He started a summer math-science honors program (MSHP) eleven years ago, bringing ten minority high school students onto the ASU campus for intensive summer instruction and mentoring. By now he has helped more than 1,000 through that program, about 200 each summer. Most go on to college, about half at ASU, and many have become scientists, engineers, and teachers.

On American Indian reservations and at inner-city locations, he started outreach programs to strengthen math and science instruction. Many of his undergraduates at ASU are tutoring elementary school students in the Gila River Indian community. The children's test scores are now substantially higher. His math-science honors program is being replicated in South Dakota, with recruitment taking place at a Sioux reservation.

He is known as well for bringing Spanish-speaking mathematicians and

> ***"It seems to be largely unappreciated that in the minority population, as in any human population, there is a tremendous amount of talent. This is part of the human condition."***
>
> **Joaquin Bustoz,**
> **professor of mathematics,**
> **Arizona State University**

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graduate students from the U.S. and abroad to study and teach at ASU—and serve as role models.

The Mathematics Association of America (MAA) nominated Bustoz for the President's Award. Florence Fasanelli, director of minority intervention programs for the association, credits Bustoz' work with generating MAA's office of minority participation.

Minority students represent only 14 percent of ASU's overall student population, but are one-third of its math majors. That third is largely Hispanic and Native American. The reason for these numbers just might be Dr. Joaquin Bustoz, a man who claims "I am not a primary source of much of anything for my students. The students that I've met by and large are very motivated."

Bustoz works to increase the ranks of minority teachers, and he encourages students to consider Arizona's Alternative Certification option. About ten minority math majors do so each year, returning to teach at the schools from which they graduated, many of them in the poorest districts.

"I've always felt it is important that a teacher know much more about the subject than the level at which they're teaching," said Bustoz, "and so I've been encouraging interested students to major in mathematics, then go teach for a year instead of majoring in education.

"Several years ago the State Board of Education initiated a process by which people can become certified teachers without participating in colleges of education. It requires a bachelor's degree in the subject, and it also requires that the participant be accepted by a school as an alternative candidate. Then, after a year of teaching, the person can be certified," he explained.

What do the colleges of education think of this? "They're not happy." He adds: "In point of fact, although the general impression is that there are too few minorities who are willing or who are qualified to teach mathematics, we find, for example, that we are graduating students who can't find a position. There are very few vacancies, in spite of what the impression might be."

The cause? "Apparently teachers aren't retiring fast enough." How can Bustoz or other minority advocates help resolve this dilemma? "It simply requires that the prospective teacher be willing to relocate, for one. We've seen that quite often there will be vacancies in small schools, away from the metropolitan areas, and, unfortunately, many times students are quite reluctant to go." He suspects that they want, or are accustomed to, "the bright lights."

Bustoz himself is a bright light, one that shines in many directions. Genetics? Environment? Hard work and determination? Probably all four. His parents, Ramona and Joaquin, earned their share of honors too. Both were farmworkers before landing jobs with a school in Tempe. The district wound up naming a school after them—Bustoz Elementary.

HO

> ***"The fact is that mathematics is especially easy to teach because young people are very interested in mathematics. It is a very compelling subject."***
>
> **Joaquin Bustoz**

> ***"He showed me that with hard work and determination, I could accomplish anything I wanted."***
>
> **Tina Tsinigine,**
> **ASU graduate**

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Chicano Art: The Power and the Polemic

Coming of Age or Selling Out?

by Jana Rivera

Although Malaquias Montoya had been drawing and painting since he was a small child, he never took his art seriously. He never thought of it as a future. But in the early 60s, while he was attending college, all that changed.

Now a renowned artist and a professor of Chicano studies at the University of California-Davis, Montoya remembers the impact on his art and on his life of the civil rights movement that was taking shape in the South, a movement that attacked the nation's conscience, creating unforgettable heroes and villains, all captured on television, impossible to ignore.

"As a Mexicano coming from a family of farm workers, I identified whole-heartedly," Montoya says.

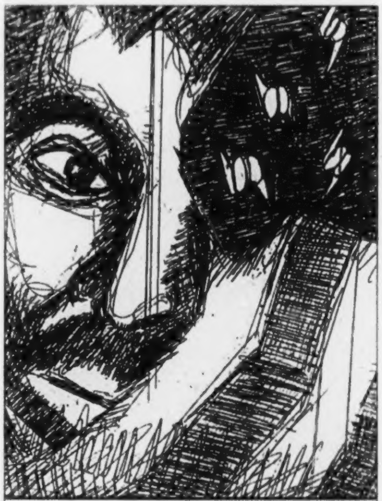
Soon the struggle in Louisiana, in Mississippi, in Alabama moved closer to home. Cesar Chavez began organizing farm workers in 1962 and went on to found the United Farm Workers (UFW) union. By 1965, when the UFW announced a strike and boycott, the Chicano art movement had responded passionately to the farm workers' cause.

"Once the farm workers' struggle happened," Montoya says, "we had something we could work from—something that was tangible to us, that made sense to us. Up to that point, studying art was an exercise in universities and colleges."

From then on, art and life were inexorably merged. Several prominent symbols of the movement, notably the Virgin of Guadalupe, permeated the Chicano art movement. Artists' renderings of the workers' struggle turned into banners and posters for the UFW. Murals depicting the fight and urging support began to appear in California.

"Our canvasses became our daily logs," says Montoya. "We would log images" of what was taking place.

As artists began to create and recreate those images, says Montoya, they became aware that their lives and the lives of their parents and of their grandparents have always been a struggle. They started to reflect on past experiences and conditions in light of current social issues.



"A lot of the images were accusatory. By intention, they were accusing the system of injustice, of oppression, of exploitation."

Gilberto Cardenas,
professor,
University of Texas-Austin

Gilberto Cardenas, professor of sociology at University of Texas-Austin, and a collector of Chicano art since the 1960s, sees a convergence of many factors in the development of Chicano art.

Not only the civil rights movement and the farm workers' protests, but the anti-Vietnam War movement, combined with a Chicano youth movement, also influenced Chicano artists, says Cardenas.

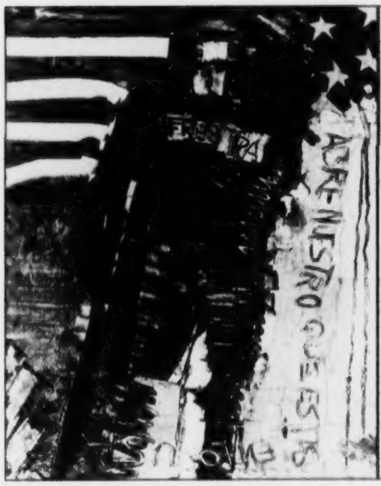
In the late 60s, a generation of Chicano students feeling disconnected by institutional racism and irrelevant education began to search for national and cultural identity. Linked to those feelings, artists continued to take on the issues of social protest and self-identification.

The Chicano art movement was inspired by "the need to express the social living conditions of our people, our history, the affirmation of culture, and the negation of things that were hurting our community," Cardenas says.

Although Chicano art is widely viewed as social and political protest art, many, including Jacinto Quirarte, director of the Research Center for the Visual Arts at the University of Texas in San Antonio, also view it as a celebratory art form.

"Much of the art is cultural-based—that is, a celebration, a strengthening of cultural identity," Quirarte says. "In that respect I suppose it could be a protest, but it was more of a celebration rather than a protest against the dominant culture, the majority culture."

Early on, Chicano art was labeled as propaganda and the subjects considered too anti-social to be exhibited in



Montoya accuses some Chicano artists of "borrowing props from mainstream art and covering it with bits and pieces of our culture."

commercial galleries and established museums. The spiritual roots in Chicano art, derived from the ancient customs of the Mayas, Aztecs, and Toltecs, combined with Catholic saints and symbols, added to its probability of being misunderstood in the mainstream art world.

"Those galleries that might have some interest rejected the work of these artists because they didn't understand the artwork," says Cardenas, who owns Galeria Sin Fronteras, in Austin, a gallery devoted entirely to Chicano art. "A lot of the images were accusatory. By intention, they were accusing the system of injustice, of oppression, of exploitation. They were contrary to what galleries often were exhibiting or would take a chance on."

Consequently, Chicano artists initially set up their own forums for displaying their work, forming groups and exhibitions in cultural centers, colleges and universities, and on the streets of the barrios.

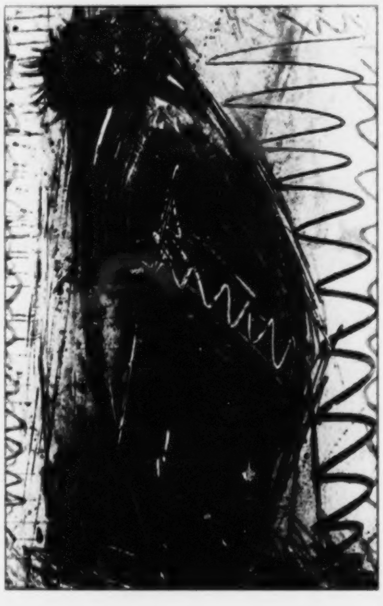
In many U.S. Chicano communities, artists created centers for exhibition, including Galeria de la Raza in San Francisco, Mechicano Art Center in Los Angeles, Centro Cultural de la Raza in San Diego, Centro de Artistas Chicanos in Sacramento, and Movimiento Artistico del Rio Salado in Phoenix.

From the beginning, writes Quirarte in his essay, "*Exhibitions of Chicano Art: 1965 to the Present*," Chicano artists were split in their opinions of where the art should be exhibited.

Some, including Montoya, felt that the art should stay in the barrios and in communities with large Chicano populations—accessible to the people the art hoped to influence, the audience whom the artists originally imagined. Others, says Quirarte, were interested from the beginning in exhibiting their work outside the barrio.

Whatever the original intent, over the years the art has moved out of the barrio and into the elitist world of mainstream museums and galleries.

"We've created a vacuum in our communities by removing art and displaying in galleries and museums," says Montoya. "But the people for whom our art was originally intended, the people who struggled on a daily basis, who get up early in the morning and go to work—there's no art out there for them anymore."



Montoya says he understands the economic need for artists to sell their work in galleries but hopes some artists will continue to serve the Chicano community.

"There is an incredibly large audience in our barrios and our communities that has not been reached by our galleries," Montoya says.

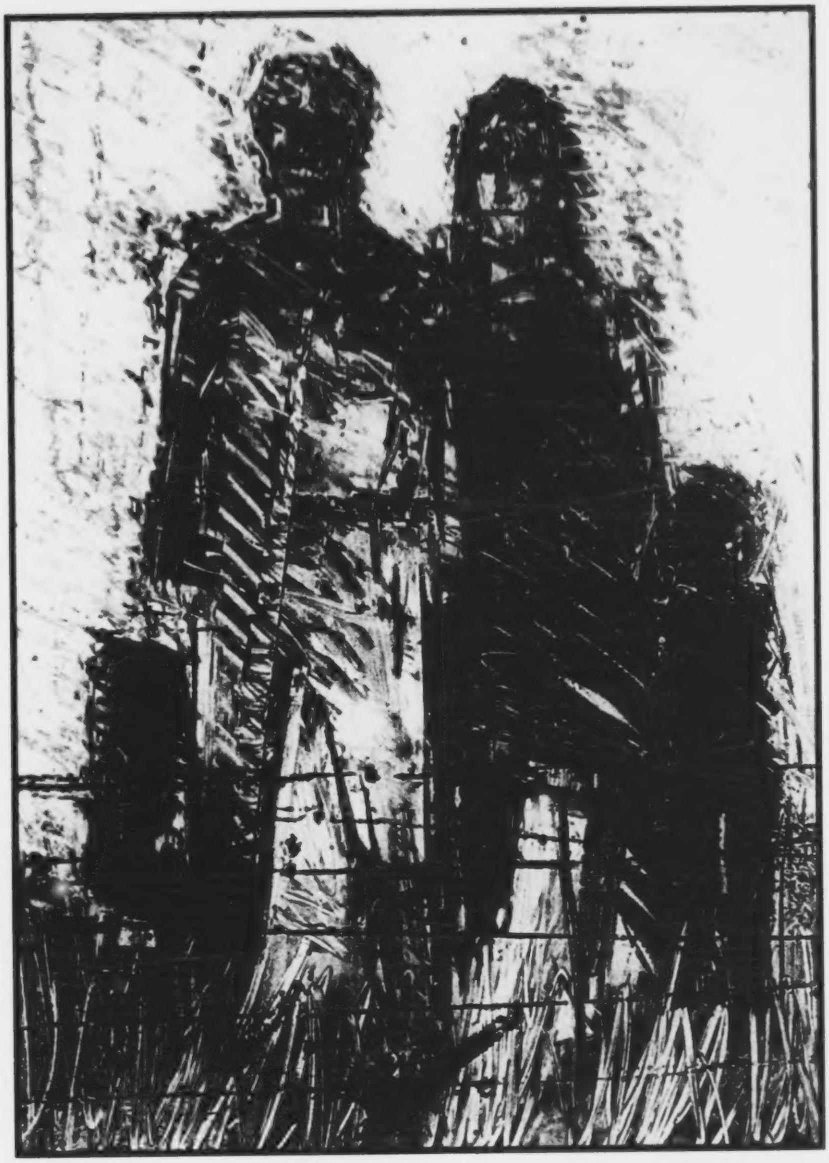
And according to some, the artwork itself has suffered by the enticement of commercial success and the move to be accepted into the mainstream 20th century art work.

For various reasons, says Cardenas, we are not seeing the same kind of overtly political work that was once prevalent in Chicano art. He says that he opened his gallery in Austin exclusively to promote Chicano art—"work that was accusatory, work that was hard and biting. We wanted to give support to those artists."

Now, he says, the art has softened. Although he still finds it powerful, it now has a more subtle approach.

"It just doesn't have that bare-bones Chicano kind of images and symbols. It might still be political as it was in the 60s, but not in-your-face kind of stuff. Some found it real seductive to change their work to suit the interests of mainstream galleries and museums," Cardenas say. "A lot of artists who came out of the Chicano movement are doing individual work detached from some of the social basis in which they started."

Montoya agrees. He accuses some fellow Chicano artists of creating art to accommodate the stereotypical expectations of mainstream art historians—of "borrowing props from mainstream art and covering it with bits and pieces of our culture."



Cardenas believes that others changed their work because they were no longer involved in the mobilization and organization of the struggles, and that the nature of the struggles has changed.

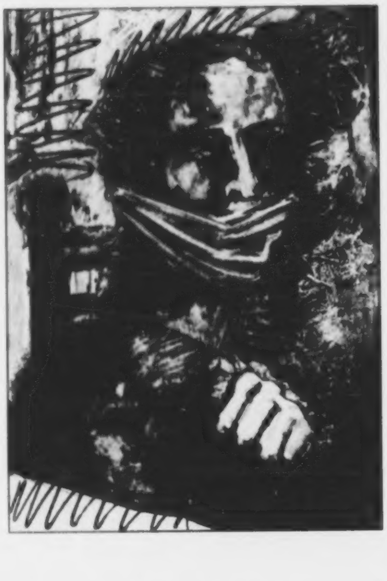
Artists such as Montoya say that while the nature of the struggles might have changed, the issues facing Chicanos today are every bit as critical as the issues of the 60s and 70s. He cites Proposition 187 in California, attacks on affirmative action, and drugs and the constant killing and violence in Chicano communities.

"As artists, I feel it is our moral responsibility—we have an obligation to address those issues," Montoya says.

While Quirarte and others are now talking about "post-Chicano art" and putting dates and definitions around what's been seen in the past and what we'll see in the future, Montoya prefers to ignore all that and just produce art.

"It sounds good when you sit around and talk about it across an academic avenue," Montoya says. "But the people are still drinking Coors beer, and the people are still being threatened on the street, and the people are still being deported. They could care less whether it is yesterday or today. Their concern is right now."

(Note: Gilberto Cardenas has made a long-term loan of 650 or so pieces of Chicano art, about 20 percent of his entire collection, to the Archer M. Huntington Art Gallery at the University of Texas at Austin. The collection is available to students and scholars for research. The gallery plans to exhibit the work in 1997.)



PIONEER PROFILE

Dr. Marilyn Aguirre-Molina: Talented Advocate for Latinos

by Joyce Luhrs

Dr. Marilyn Aguirre-Molina grew up in New York City. Her grandparents moved from Puerto Rico in the 1920s and settled in East Harlem. At a young age, Aguirre-Molina was involved in the local community. When she began looking into college opportunities, people suggested that she be a social worker. She had other ideas. She heard about a public health program at Hunter College that examined what occurred in systems and in the environment that created problems for large numbers of people. She quickly became hooked on the idea of a public health education career.

After reading an article that examined the way society tends to "blame the victims" for their circumstances, she realized that it wasn't enough to address only the isolated health concerns of people. "We need to look at people in the context of their housing and their social and economic environment, and at the impact of these on their families. I realized that we need to change systems to get to the root causes of disease and thereby effect change for large numbers of people," she said.

She credited Latino role models with opening up new experiences and sparking her awareness of issues. She found a role model in a Hunter College professor, Dr. Anna Celia Zentella.

"She was teaching a Puerto Rican studies course that became an affirming and enlightening experience," said Aguirre-Molina. "It expanded my understanding of the reality of Latinos and Puerto Ricans in the U.S. and increased my awareness of the status and conditions of Latina women and of other issues related to the community."

After receiving a master's degree and doctorate from Columbia University, she worked as an assistant professor of health sciences and coordinated the graduate programs in health sciences at Jersey City State College, followed by appointments at Rutgers-the State University of New Jersey and at the University of Medicine and Dentistry of New Jersey-The Robert Wood Johnson Medical School, where she taught in the Department of Community Medicine. The primary focus of her teaching was community health education and public health aspects of alcohol and other drug problems.

TITLE: Senior Program Officer

INSTITUTION: Robert Wood Johnson Foundation

AWARDS: National Fellow of the W.K. Kellogg Foundation.
1996 recipient of *Hispanic Magazine's* Johnson & Johnson, Inc. Latina Excellence Award

A QUOTABLE QUOTE: "I don't believe things happen by individuals acting alone. Unless you have other people who share goals and common ideas working together, things won't happen."

EDUCATION: B.S., Community Health Education, Hunter College; Master's and Doctoral degrees in Public Health Education from Columbia University

While teaching and applied research were an integral part of her career history, community service was woven into her professional activities. As the principal investigator of grants from the Department of Health and Human Services Office of Minority Health and Center for Substance Abuse Prevention and from foundations, she worked with a minority coalition to develop a community-organizing model to prevent health-related problems among youth. With funding from the Pew Charitable Trusts, she researched and prepared "Communities Take Charge," an action kit made up of planning materials for community-based prevention agencies working with youth.

Aguirre-Molina received numerous prestigious recognitions, including the Robert F. Allen Symbol of H.O.P.E. (Helping Other People through Empowerment) Award, a national award for community work.

With a national Kellogg Foundation fellowship, she studied the political economies and the health systems of a variety of developing countries, among them Brazil, Nicaragua, Honduras, and Cuba. For the first time, she traveled to Africa, visiting South Africa at the time Nelson Mandella was released, and viewing a multi-tiered health system that delivered services based upon race and ethnicity.

As a senior program officer at the Robert Wood Johnson Foundation, the largest foundation devoted to health care issues in the country, she examines the impact of the changing health care environment on the public health infrastructure. She is also working on programs to address ways to develop and recruit an ethnically and racially diverse public health work force.

Although the demands of her work keep her on the road a great deal, her family is a top priority. With her husband, Dr. Carlos Molina, she wrote the book, *The Health of Latinos in the U.S.—The Growing Challenge*, the first comprehensive book on the health status of Hispanics in the country.

"Opportunities exist for Hispanic students in college who want to enter public health..., but unfortunately... those who show interest in the health area are often directed into medicine or the sciences. They're not exposed to public health careers.

"With the changing demographic profile of the U.S. and the increasingly diverse populations, there will be opportunities for population-based work, managing public health systems, and epidemiology. In addition, we will need a public health workforce to deal with the leading causes of morbidity and conditions such as AIDS," said Aguirre-Molina.

She sees many opportunities for Hispanic students wanting to pursue a career in public health and offers these suggestions.

"There are a lot of good programs in the health sciences, and community health programs, and even a few good undergraduate public health programs. Students should take courses in the social sciences, and a good health science background is helpful too. After college, students with good health sciences background will generally find it easier to obtain entry to a master's degree in public health."

Aguirre-Molina takes very seriously her role to mentor Latino students. She cited the need for role models for Latino students in higher education. She involved the Hispanic medical students at The Medical School in her applied research. "It was important that they see that there was a Latina faculty member who was supportive," she said.

She found it difficult to identify her greatest achievement. She commented that her primary interest is in "becoming involved with efforts with others and communities that value social and economic justice as an important goal."

"A lot of what I've achieved is because I've been fortunate to be surrounded by people who share the same values and commitments and work towards the common goal. In my work in Perth Amboy [New Jersey], I was able to join with a group of like-minded people to help transform the community for young people there."

A highlight of her career was seeing the medical students in a cross-cultural sensitivity course she taught become excited and begin to understand the impact of the dynamics of class, ethnicity, and race within the medical care setting. Hispanic and non-Hispanic medical school students working with her on community projects in Perth Amboy were provided with a first-hand experience in Latino culture and the implications for the delivery of health care.

"We're losing opportunities for the next generation of young Latinos with the attempts to eliminate affirmative action, and we need to be watchful of this," she said. "Quite honestly, I received academic scholarships, and if it weren't for that, I wouldn't have had the opportunity to earn a degree." In addition, she had role models and believes the new generation of Latino students needs them too.

"We need to advocate for credible role models. I was blessed to have Latino faculty who were supportive, but I am also concerned that institutions, in the interest of hiring someone with a Spanish surname, might hire faculty with limited interest in diversity, and the students will lose out.

"On the other hand, we need Latino faculty with a commitment to diversity who can balance the demands of their work with being available for and supportive of students. It's a challenge—but an important one to take on," she stated.

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Schools Breathe New Life into Vocational Education

by Gary M. Stern

Vocational education has been considered by many the dumping ground of public education, and minority students, the victims of the dumping, tracked into training for no-growth jobs in declining fields. An approach launched by a nonprofit organization is giving new-found respect to vocational education and helping minorities and other students prepare to compete in a global economy.

In 1994, Jobs for the Future, a Boston-based nonprofit organization, developed Benchmark Communities Initiative, a program to inspire a new way to structure vocational education. In the past, said Jobs President Hilary Pennington, "anything labeled 'school to work' became vocational and second track. We wanted the program to have the status and rigor to make it first-class and desirable by any parent."

Inspired by the School to Work federal legislation of 1994, Jobs for the Future approached 30 school systems with the Benchmark proposal. Twenty responded, and five were ultimately selected to participate in the Benchmark venture: the school systems of Boston; Philadelphia; Milwaukee; Jefferson County, Kentucky, which includes Louisville; and North Clackamas, Oregon.

These choices were based on three chief criteria: their leaders appeared willing to change and to rethink high schools, their leaders seemed open to experiential learning, and the schools were located within "manageable" cities. North Clakamas was chosen in part because it served a suburban population.

Most of the five systems are changing about 20 percent of their schools each year, so it will take five full years before all schools therein have adopted the Jobs program district-wide.

H.S. student gains firsthand experience in HealthTech 2000, a work-based learning program in Philadelphia.

In the past, Pennington suggests, "vocational education fit a particular job like fitting widgets in a machine." But jobs are changing so rapidly that the workers of the 21st century will require a more varied skill base.

"We want students to be able to think critically and handle any situation," she says. "We want students to face real problems that they would at work and to apply their content knowledge." Solving job-related problems and connecting school to work "animates students," says Pennington.

Jobs for the Future encompasses school-based learning, which includes high-level academic content; work-based learning, providing students with opportunities and internships in the workplace; and connecting activities, reinforcing what they learn at school and work. Mary Ellen Bavaro, communications director at Jobs for the Future, adds that the program destroys the "artificial distinctions between academic and vocational programs. All kids need high academics, and all students enjoy learning from doing."

The program stresses a problem-based curriculum rather than focusing on a narrow vocational skill, such as automotive repair. At Roosevelt High School in Portland, Ore., students can elect one of six majors: arts and communication, business and management, health occupations, human services, manufacturing and engineering technology, or natural resources. Students in the ninth grade spend a minimum of one day a week "shadowing" people in different careers. They make their own business appointments, keep journals of their experiences, and are encouraged to sample a wide range of careers.

In 10th grade, they choose a career major. Students who major in health occupations spend part of their junior year working in a hospital or health clinic. Health science majors, whether interested in becoming a surgeon or nurse's aide, study the same curriculum. "In a rapidly changing economy," Pennington notes, "the better kids understand all aspects of any one field of work, the better they can change the field."

Benchmark Communities Initiative's work-based learning program not only changes vocational education but transforms a school's structure. Schools do, however, tailor the plan to suit their own needs. Heterogeneous grouping replaces tracking. Block scheduling, in which classes could be extended to an hour and a half, was begun at several schools to encourage team teaching, and teachers' planning time was integrated into the school day as well. An environmental science major might write a senior project on a plan for the community's water resources, using math for statistics, history to research the water system, and English to write a term paper. The three teachers would then grade the paper collaboratively.

Businesses are a major component of this benchmarking program. In some schools, they get involved as early as elementary school, discussing career options, while other schools recruit hundreds of companies where students spend time or serve internships. In the ninth and tenth grades, students job shadow, observing what an employee does on the job, and in their junior and senior years, they sign on for internships, most of which pay them a stipend for productive work, and for work-based learning.

> ***"The biggest challenge is for businesses to see children of color as future leaders who can play key roles..."***
>
> **Eve Hall,**
> **executive assistant to the**
> **superintendent for School to Work,**
> **Milwaukee Public Schools**

Bavaro says that businesses gain just as students do. "We've heard from several companies that Jobs for the Future has had a very beneficial effect on their employees." Teaching on the job strengthens employees' or workers' own knowledge base and gives them recognition on the job, an important ingredient to job satisfaction.

Jobs for the Future has learned that structured vocational learning, identifying what skills will be taught, and reinforcing those skills in the classroom proves most effective. Along with the work experience, academics play a prominent role since all students are required to study math, science, social studies, and a core curriculum.

But the Benchmark program is not a cookie-cutter model. In the Philadelphia school system, Dr. Cassandra Jones, director of the School to Career program, says that Benchmark's "concept is good but it has to be crafted" into Philadelphia's educational system. Working with vocational teachers who will be responsible for the program, Jones is grappling with such issues as "How do we come up with a solid baseline of performance for all students?" Vocational teachers met for several months and are offering feedback to determine how Benchmark can be incorporated into Philadelphia's schools.

Eve Hall, executive assistant to the superintendent for School to Work of Milwaukee Public Schools, says the Jobs ideas are being incorporated into the Milwaukee system to create a vocational program that places more demands on students and raises expectations. Job's innovative approaches are helping Milwaukee Public Schools to "get away from lecture style and use more hands-on, project-based learning, look at different ways to bring business and community into the classroom, and help children see the connections between academics and what's expected in the workplace," said Hall. Adapting the Jobs for the Future ideas, Milwaukee's public schools have introduced career programs in elementary schools.

Seventy-five percent of Milwaukee's school population is minority, 60 percent African Americans and 11 percent Hispanics. "The biggest challenge," said Hall, "is for businesses to see children of color as future leaders who can play key roles and to have them see the abilities and potential of students." If the program is run effectively, either students will graduate from two- or four-year colleges prepared for employment and making a good wage, or they will learn the basics of becoming an entrepreneur.

Estevan Rodriguez, deputy vice-president for Technical Assistance at the National Council of La Raza, noted that Benchmark was at a "programmatic" stage, but described it as a "system, not a program, which gave it a better chance of succeeding. It will try to make sure that academic standards are met and that graduates have a better chance of obtaining better jobs."

The graduates of this Benchmark Communities Initiative typically will have had "a holistic career major, been in three or four workplaces, shadowed numerous jobs, learned to ask questions, and mastered career advancement skills more than narrow technical skills," Pennington asserted. Students who graduate from Jobs for the Future will learn on the job, expand their skills, and help companies stay competitive instead of learning one narrow skill. Jones adds that minority students in particular need exposure. "They often don't understand all the options. Students can't go crosstown any more without a threat of violence," she said. Vocational education programs as envisioned by Jobs for the Future offer that exposure.

For more information on Jobs for the Future, contact Mary Ellen Bavaro at 617-742-5995.

Healthcare Diversity NJIT Ballroom Dancing ACE Immigrant Student Success

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THE HISPANIC Outlook IN HIGHER EDUCATION

EOP GRADUATES OF NJIT

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Activists Press For Improved Outreach To Latinos Via TRIO

by Ines Pinto Alicea

When Congress begins to renew the Higher Education Act this month, Latino education leaders plan to stress the need to improve recruitment of Latinos through a set of federal education programs that provide early intervention, outreach, and in-college support services for disadvantaged students.

Known as the TRIO programs because they originated as just three programs, the TRIO package now includes five programs designed to encourage individuals from disadvantaged backgrounds to enter and complete college. These programs were the big winners during the last federal fiscal battles over education: Congress and President Bill Clinton raised their budget to $500 million from $463 million the previous year.

U.S. Education Secretary Richard W. Riley praised the increase, saying that the $37 million would help TRIO reach more of the targeted students.

"The American people recognize that this is the Education Age," said Riley. "They are depending upon education as never before to help them and their families meet the difficult challenges of the global economy. This budget meets the critical need to invest responsibly in quality education."

Latino education leaders said that they hoped the increase would help improve outreach to Latinos. Of the nearly 700,000 students served by TRIO, about 15 percent are Latino, according to the National Council of Educational Opportunity Associations (NCEOA), a Washington-based organization representing administrators of TRIO programs nationwide.

"I'm interested in seeing where the $38 million increase goes," said Jacob Fraire, director of legislation and policy for the Hispanic Association of Colleges and Universities. He suggested that if it went to certain communities, the funds would generate some change but not enough to have a significant impact.

Officials at the U.S. Department of Education said that the Student Support Services program will benefit most from the increase since the competition for those grants is scheduled for 1997. Moreover, Claudio Prieto, the department's deputy assistant secretary for higher education programs, said that his agency traditionally has dedicated new funds "to bringing in new programs."

The TRIO programs have historically underserved those communities most in need of their services. According to the Congressional Conference Report for the last renewal of the Higher Education Act, in 1992, fewer than five percent of eligible youths and adults were served by TRIO programs.

"TRIO could easily grow to twice its size and still be serving the neediest of the needy," Prieto said. "The magnitude of need is so large that it would not be possible to serve all."

Fraire said that many of the current TRIO programs are not located in areas where there are large Latino populations. Moreover, he said that some of the language in the current law could hinder start-ups in large Latino communities. The law allows the Secretary of Education to give preference in awarding the competitive TRIO grants to institutions that already have experience offering TRIO programs.

"If you are not funded today, you are not likely to be funded tomorrow because of the advantage given to existing programs," said Fraire, adding that Latino education advocates will strive to improve the legislative language so that new programs have more of an opportunity to win the grants.

Jose Valtierra, director of student services for Ivy Tech State College Northwest in Gary, Ind., said he believes the competitive process is fair enough. Even though his school will be applying to start a new TRIO program, he is not too concerned about other programs with TRIO experience being favored.

In his view, experienced programs "don't automatically win the grants. They must meet several objectives....The competitive process is probably the fairest we have."

Prieto said his agency is trying to assist organizations that want to launch new TRIO programs, particularly in areas where there are large numbers of needy students, by providing training seminars on how to apply for a grant from the U.S. Department of Education.

Prieto said it was important to keep the "prior experience" clause in the law "to provide continuity of programs so students don't drop out because a program closes down."

"Even then, many programs that have been operating for years don't score high enough and are replaced," Prieto said.

A study by the National Center for Education Statistics found that Latinos represented 29 percent of the participants in all types of educational outreach programs, but only 13 percent of the participants of Upward Bound, the largest TRIO program.

"These programs are very much of interest to Latinos because Latinos are in need of many of the services provided by TRIO," Fraire said. "Our only complaint is that Latinos continue to be underserved by all of the TRIO programs."

Valtierra said he believes that TRIO programs can improve outreach to Latinos by doing more thorough evaluations of and conducting more research on the programs.

"We need to have a better sense of why what we are doing is working," Valtierra said. "There is a lot of anecdotal evidence, but we need more solid research."

More than 1,200 colleges, universities, and community colleges offer TRIO programs nationwide. As mandated by Congress, two-thirds of the students served must come from families with incomes under $24,000 where neither parent graduated from college.

Those who are served by the programs tend to go far, according to the NCEOA. Students in Upward Bound are four times more likely to earn undergraduate degrees than those students from similar backgrounds who did not participate in TRIO, said the NCEOA. Those in the TRIO Student Support Services are more than twice as likely to remain in college than are those students from similar backgrounds who did not participate.

"Those kids are successful," said Diane Hampton, legislative analyst for the Washington-based American Council on Education. "Their retention and graduation rates are better on the whole because they

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Health Pros Prescribe Diversity

New Coalition Presses to Keep Affirmative Action Alive

By Jennifer Kossak

A diverse population benefits from a diverse workforce. A new coalition of several dozen medical, health, and advocacy associations believes this to be true—and is working to make it happen.

The coalition, called Health Professionals for Diversity, includes the American Association of Colleges of Nursing (AACN), American Public Health Association, National Medical Association (NMF), the National Council of La Raza, and the American Council on Education (ACE).

Health Professionals for Diversity began its mission by uniting in support of affirmative action in the health professions.

"The Association of American Medical Colleges convened a group of representatives from about 30 organizations based in Washington, D.C.," explained Dr. Jordan J. Cohen, association president. "The concern was the anti-affirmative action mood and what it would do to the health profession…as society gets more and more diverse."

Noting that America is approaching a population that is about one-half minority groups, Cohen said, "As that society emerges, health care professionals must represent and reflect that diversity. We invited groups to come together to see how we could fulfill our obligation to society."

At the coalition's first press conference, held in the nation's capital in late August, Cohen and other health professionals reviewed recent threats to affirmative action. Cohen referred to the decision of the Regents of the University of California to prohibit consideration of race, gender, and ethnicity in admissions, hiring, and educational outreach. He also noted that, in Hopwood v. Texas, the U.S. Fifth Circuit Court recently denied the states of Texas, Mississippi, and Louisiana the latitude to use affirmative action in higher education. The decision was one the Supreme Court has let stand by declining to review the ruling.

Cohen also pointed out the challenge to Civil Rights advances posed by California's Proposition 209. He has said that the ballot initiative "would outlaw state-related programs and policies that provide opportunities to persons from disadvantaged minority groups throughout the state."

Taking prompt action, Health Professionals for Diversity sponsored an advertisement, which ran in the *Los Angeles Times*, opposing Prop. 209. The group's ad stressed that schools focusing on the health professions should be allowed to retain the freedom to choose the best healthcare workers who would also reflect California's population. The ad noted that Black doctors care for approximately six times as many Black patients and Hispanic doctors care for more than twice as many Hispanic patients than do their non-Black, non-Hispanic counterparts.

> ***"Language, cultural barriers, and attitudes affect how patients accept advice and how they experience illness."***
>
> **Jordan J. Cohen, MD,**
> **President,**
> **Association of American**
> **Medical Colleges**

Cohen also stressed the importance of "culturally competent" medical care. "There are a lot of opportunities to misinterpret symptoms and not communicate effectively," the doctor said. "Language, cultural barriers, and attitudes affect how patients accept advice and how they experience illness. Strong evidence exists that culturally competent care happens only if there are diverse teachers."

Cohen has emphasized the value of affirmative action as a means of providing a diverse workforce of health professionals. He has also worked to dispel what he believes to be a misconception about affirmative action.

"Affirmative action does not produce less qualified doctors," said Cohen. "There is no such thing as accepting students who don't meet the standards. The evidence is very strong that the vast majority graduate and become doctors."

While he noted that some medical students do drop out, Cohen stated that those who do leave do so for financial reasons or personal decisions. "The figures are in the 95 percent range," Cohen noted, speaking of graduations. "Medical schools are careful and have high admission standards. We are not in the business of educating unqualified people to take on these major responsibilities."

The doctor brought up a more fundamental educational issue. "The basic problem is that the academic credentials that are presented are uneven." Explaining that many minority groups have limited access to education, he noted that those who aspire to medical school have varied educational backgrounds.

Defending affirmative action, he said, is a short-term goal of Health Professionals for Diversity. He explained that affirmative action should be used to diversify the workforce and used as well to enable the educational system to prepare all students equally for their goals.

"Where the battle has been lost, we must reestablish the freedom to use affirmative action as long as necessary," he stressed. "Our best weapon is information."

The long-term goal, he noted, will involve early educational experiences, such as Project 3000 by 2000. This program, begun by the Association of American Medical Colleges in 1991 and supported by the Robert Wood Johnson Foundation, strives to increase the pool of minorities who are well prepared to become health professionals.

Dr. Andrew J. Nowalk, president of the American Medical Student Association, underscored many of Cohen's sentiments and described how he became involved with the newly forming group. He read an e-mail blurb on his computer. The message, he said, concerned diversity and threats to affirmative action.

"I felt it would be important to network with this group," Nowalk said, explaining that AMSA itself has been dedicated to the support of affirmative action since the 1960s.

"It's not about lowering standards. It's about providing resources and experiences."

Polly Bednash, RN, Ph.D.,
Executive Director,
American Association
of Colleges of Nursing

The press conference was held primarily to advertise the existence of the group, he explained.

Nowalk noted the importance of affirmative action as a means of leveling the playing field. "Even with the bold initiatives since the 1970s, we still need work," the doctor said, calling the effort to increase the numbers of minority health professionals "a very difficult struggle."

Health Professionals for Diversity, Nowalk said, has begun to play a role in information distribution.

Geraldine "Polly" Bednash, executive director of the American Association of Colleges of Nursing, has also lent her support to the fledgling organization. "This coalition has a strong civic responsibility," she stated. "A diverse workforce is important to meet the needs of the public. It's beyond being politically correct—it's a demographic reality."

Bednash noted that equal access to higher education for health care providers will be the key to increasing patients' access to quality health care. "It's impossible to have a well-developed professional cadre without access to education and training," she said. "In the remaking of our workforce, students must be diverse."

"Where the battle has been lost, we must reestablish the freedom to use affirmative action as long as necessary."

Jordan J. Cohen, MD,
President,
Association of American
Medical Colleges

She pointed out that many individuals who are financially disadvantaged attend schools that do not now provide the science background that future health professionals will need if they are to succeed.

"It's not about lowering standards," said Bednash, a registered nurse with a Ph.D. "It's about providing resources and experiences. Affirmative action is tied to access. Clearly, there needs to be action taken to provide access to resources and programs."

Asked why diversity is so vital, Bednash summarized that the nation's multicultural population will be the future workforce. She also noted that people from different backgrounds have different cultural concerns as a group. Speaking from her experience as a Hispanic health professional, she reported approaching her nursing work from a particular cultural framework.

"It's not so all Hispanics can take care of Hispanics or so all Blacks can take care of Blacks," Bednash added. "To address the needs of all parts of the population, you must bring all parts of the population to the table."

America the Beautiful

A Lifelong Educator Looks at Immigrant Students

by Ted Oviatt

The author comes from a long line of educators. His great-great-great-great-grandmother received her teaching certificate from the State of Connecticut in 1831. His own career includes decades as headmaster of private schools in Annapolis, Md.; Roslyn, N.Y.; and North Hollywood, Calif.—before he opted to go public as a teacher, a journey that took him to Los Angeles' Rampart district.

Don't all of our prejudices emanate from the people we happen to know, or don't know? Knowing even one person who has been held back or kept out by discrimination can evoke both sympathy and indignation. Knowing no one who is still an outsider too often leads to ignorance, apathy, and senseless hostility.

After 40 years of teaching, the last 14 in downtown Los Angeles, I have come to know many Hispanic and Asian students and their families, and I have been impressed by the values we share—honesty, hard work, and a genuine concern for others.

I have been saddened by the growing tension in the country, reflected in California's propositions 187 and 209 and based on an interesting melange of a sincere desire to do the right thing by everyone (let's have a law that says there will be no discrimination, period), American materialism, and, especially, a deep-rooted ignorance of what the newest arrivals in the United States, legal or illegal, can offer this society.

My suburban friends are always surprised to hear that 65 percent of the graduates of my high school go on to college, that so many of our college graduates are making real contributions, and that I like my teaching and my students so much. I rave about their achievements because I, too, am amazed by what they accomplish. As with wealthier, suburban kids I have taught, success comes in different ways, built on different strengths; but the successes have been extraordinary given the economic, linguistic, and environmental obstacles that confront the teenager who attends school in Los Angeles' Rampart district, famous for its crime rate and gang activity.

As in any school, our parents run the gamut from supportive to destructive, and we see the customary aberrations of kids who succeed in spite of parents who, knowingly or not, do everything possible to undermine their children's chances. Some families provide such strong support that you can tell their kids will never fail. Others, sadly, simply don't know how to help their children to achieve their goals.

With or without their parents, our second-language, immigrant students have made us proud. Several of our finest teachers are graduates of our school who have returned with the specific purpose of giving back to the community.

Alex Carmona, UCLA graduate, came from Mexico in junior high with one piece of advice from his father, who had only a second-grade education but a big heart and a knack for parenting. "Always go to school and learn. It is the way to success." Alex listened, studied, and graduated with good grades and excellent times as a distance runner. Undocumented at the time, he attended a small college in San Diego for two years, did well, became legal, and transferred to UCLA. Today he is a proud husband and father, and in addition to being an effective and creative teacher, he is one of the most hard-working members of our staff, an excellent role model.

Patty Pacheco, a 1992 graduate from El Salvador who was documented, enjoyed few special advantages, also worked hard, went all the way to fourth-year French, and was accepted to Wellesley College, (Hillary Clinton's undergraduate school, for those unfamiliar with the Heavenly Seven). She graduated last June with a double major in French and Spanish and has been awarded a Mellon Minority Undergraduate Fellowship that will help her fulfill her dream of teaching French and Spanish literature at the university level. She is currently teaching Spanish at Miss Porter's School in Farmington, Conn., a real-life experience that will enrich her graduate studies.

Another future teacher, Lidia Lopez of Sonoma State University, is spending the 1996-1997 school year studying in Spain, having raised $10,000 by working and soliciting contributions. No stranger to hard work on top of her school commitments, Lidia has been active in extra-curricular activities in both high school and college, has maintained a better than 3.0 average, and has worked since the age of sixteen in various jobs ranging from housecleaning to clerical work. Her mother is a single parent with six other children. How many full-time students do you know who will work two jobs and actively go out fund-raising to meet what must have seemed an impossible dollar total so that she might expand her perspective and thereby become a better informed, more interesting teacher for her future students?

Another model of tenacity is Stanley, a tough little guy who came to us with the right talent but the wrong attitude, found some help at school, but could always count on a firm, loving mother as his rock foundation. Stanley was obviously bright but not very interested in studying. Later I found that under the nom de plume of "Bart," he was one of our more active graffiti artists. I was fortunate to have him for two hours, in both English and history. He found out how bright he was and became a very good student. At barely 120 pounds, he went out for football, which added to his developing sense of discipline. As a senior, he was a starting defensive safety, with ten tackles to his credit in one game. He also became the school's record-holder in the pole vault, contributing points in the hurdles as well. The road was open to an EOP (Educational Opportunity Program) scholarship at Cal Poly Pomona, where he is now a junior doing well in the classroom and on the track.

Sometimes a student has to do it without the family. Elizabeth was a gang kid when I first knew her, and she hated me because I made her be quiet. I nagged her more and more as I found out how smart she was, and—probably the worst crime of all—I took her makeup away. In spite of the chance to work on her—as on Stanley—two hours a day, I made little progress until the spring, when two of her girlfriends were killed. They were wearing the wrong jackets in the wrong place. Elizabeth, whose parents never worried about her performance in school and who actually undermined her recovery by taking her out of school whimsically, took a step back—at age 14—and looked at the situation. "I don't think I want this for my life," her little voice said. She started to study; her enemies, like me, became her friends almost overnight.

By twelfth grade she had become an excellent student and a class leader. When she was turned down for an EOP scholarship, I had a fit. Our college counselor joined the fight, and after three reviews of her application (and three rejections) Elizabeth was finally accepted at UC-Riverside. She heard the news on Friday. She found the courage to tell her parents on Saturday. They, of course, did not want her to go to college. "It went better than I expected," she later wrote. "Nobody said anything. It was just as if someone died in the family." On Sunday morning she took the bus to Riverside to start the summer bridge program, in which she excelled, becoming one of their cover students for the next year's brochure. Elizabeth did well for four years, incorporating marriage and a baby into the experience, still graduating with a degree in business.

And then sometimes there are students whose parents simply can't be there. Teferi Gebre, son of an anti-Communist in Ethiopia, escaped with a relative when the Communists took over, walking more than 1500 miles, mostly at night. Fifteen years old, he went through our school with little adult supervision at home. He largely supported himself, working in an all-night liquor store in downtown Los Angeles. After a brief period of adjustment, Teferi maintained excellent grades, won the city cross-country championship, and was a mainstay of our distance running corps during the track season. Teferi also ran well and excelled academically at Cal Poly Pomona, touring Europe one summer with a traveling American track team. He is presently employed by the state auditor's office and is working on his MBA at USC.

I refer to one of my students of seven or eight years ago every semester in my English classes. I recommend to all the "Rico method of education," named for Gilberto Rico, a Cuban student whom I taught for two months in an orientation class before the start of his freshman year. All the students were new to the country, and their level of English was elementary. Gilberto's thoroughness was awesome. My "Rico Method" reflects what he did: "Come every day. Pay close attention. Take notes on everything. Star the things you don't understand. Ask about the stars before you leave school each day. Write it all down. Then go home and learn it." Gilberto shot through all our levels of ESL, entered the mainstream by his second year, and graduated in four years with straight A's, delivering the valedictory speech at graduation. Our school is lucky to have him working with us as a teacher's aide while finishing his degree in mathematics at UCLA. An achiever to be sure, Gilberto is nevertheless a kind, humble, appreciative human being who will make a superb contribution to his community as well as to his school. He is another beneficiary of a warm, supportive family.

Not so lucky in that regard, Maria never received any encouragement for her school endeavors from home; but she has an inner drive to succeed. She did her job academically and athletically, graduated number eighteen in a class of nearly 800 seniors, holds the school record in the high hurdles, and finished fourth in the city in the 300 meter hurdles. She is five feet three inches tall. With four years of an excellent French program, she—like Patty—wants to teach language. She is attending La Verne University with substantial scholarship aid.

I found the opposite in parental attitudes in the home of Mai, a Vietnamese student whose mother took her few privileges away each time she received a B! Fortunately that didn't happen very often. Mai frequently stayed after school to assist another of our English teachers. One day I was going to give her a ride home, so I witnessed an argument on whether or not Mai would accept pay for her time spent. Mai finally won when I interceded, explaining that Mai's mother would probably kill her if she found out that Mai had accepted money for helping a teacher.

Although Mai, now a graduate of Brandeis University, is Asian, these attributes—respect for teachers, eagerness to help, rigorous honesty, willingness to share—are not limited to any particular ethnic group. Most of our students who come from families that are relatively new to the country have a habit of sharing what they have. They have sympathy for anyone who is down, and they have great appreciation for any kindness shown to them. These traits are typical of our Hispanics, Ethiopians, Indians, Filipinos, and other Asians.

It is inconceivable to me that these wonderful young people—each one honest and proud of being in a country that is the envy of the world for its acceptance and its utilization of our multiethnic population—are in some quarters not welcome and that we as a society do not seek more of them, rather than fewer.

My examples are not rare successes. I have omitted hundreds like them because this is not a book, and there are hundreds more, in a school of nearly 5,000, whom I have never known. Our school functions well in the difficult world of secondary education because our students—in large majority—are well mannered, respectful, and appreciative. Their parents usually have little formal schooling but have given their children an old-world set of values, taught in the home and the church, and modeled by the adults.

I could not say that all of our 5,000 students achieve the same heights. They are neither superhuman nor perfect, but the overwhelming number of triumphs, especially when you know the obstacles the students have overcome, has made my fourteen years of teaching in Los Angeles exciting and rewarding. I can say that I love going to school, almost every day. Even the students who will never set the world on fire will make loyal mates, kindly neighbors, crusaders for peace, and lawful, contributing citizens.

These are positive virtues valued in my family, which first arrived in Boston in 1630. If my neighbors could know these newest arrivals to our country, could appreciate the pain they felt in leaving home to seek survival for their families, and the kind and decent instincts the majority have, perhaps the approach of California and other parts of the country that have somehow found immigrants in general guilty without a trial might be very different.

continued from page 4

get remediation if they need it. They also get a lot more counseling."

Prieto said he expects few changes to TRIO when the law under which it was created, the Higher Education Act of 1965, is renewed.

"Because of the program's stability, changes in the reauthorization would not be major," Prieto said.

THE TRIO QUINTET

Student Support Services provides remediation and support services to an estimated 167,000 economically disadvantaged undergraduate students. Results of a national evaluation of the program show its positive effects on retention.

Talent Search reaches students in grades six through twelve to identify, encourage, and support an estimated 319,000 students from disadvantaged backgrounds to graduate from high school and enroll in college. In addition to counseling, participants receive information about college admission, scholarships, and student financial aid programs.

Educational Opportunity Centers support an estimated 158,000 disadvantaged adults who wish to continue their education. Funding is provided to centers providing financial aid and academic information about higher education opportunities and assistance in applying for admission to higher education institutions. These centers primarily serve displaced or underemployed workers.

Upward Bound provides intensive academic support services to an estimated 46,000 disadvantaged high school students. Studies have shown that Upward Bound increases the likelihood that a participant will enter college. Enrollees receive instruction in literature, composition, foreign languages, mathematics, and science on college campuses after school, on Saturdays, and during the summer.

The Ronald McNair Post-Baccalaureate Achievement programs encourage low-income and minority undergraduates to consider careers in college teaching as well as to prepare for doctoral study. Students who participate are provided with research opportunities and faculty mentors.

EOP Dream Merchant

NJIT Recruiter Shares Marketing Strategies

by Adalyn Hixson

Carlomagno Ontaneda is a driven man. The force that is driving him is his buoyant desire to put a college education within the reach of every young person.

"The students, especially the Hispanic students, are like a sponge. You inform them, you supply them with information, and immediately they act. They act because they see that what you are providing is so vital. It is information no one else has mentioned. They immediately become pro-active."

The notion of teenagers promptly following adult advice might strain the credulity of many if not most parents, educators, and high school administrators, battle-weary from confronting youth American-style.

Ontaneda's credulity appears not merely unstrained but unrestrainable. Here is a man who accentuates the positive, eliminates the negative, and has high hopes that are not, it seems, apple-pie-in-the-sky hopes. His hopes pay off, and each pay-off refuels his enthusiasm.

His turf-at-large is New Jersey, one of the most densely populated states in the country, and, in particular, N.J.'s thirty-some special needs districts, identified by the State Department of Education and characterized by low-income families and minority populations. His specific targets are high school students, and their younger siblings, who might have the "right stuff" to succeed in the world of mathematics, science, and engineering.

Ontaneda works for the New Jersey Institute of Technology, NJIT, as Assistant Director of Special Projects and innovative recruiter for its Educational Opportunity Program, which was launched in 1968 and is based in Newark, N.J., a once vital city that seems perennially mired in its ashes.

Newark has its long-held jewels, among them a fascinating museum and a cadre of solid corporate citizens, but through the good works of Ontaneda and NJIT, it has a contemporary gem in NJIT's effective, life-enhancing EOP program.

NJIT's academic course work is rigorous, a given in most institutions that stress science, technology, and engineering. In New Jersey, these include schools within Princeton and Rutgers Universities as well as Stevens Institute and the latest engineering entrant, Rowan College. NJIT admission requirements include four years of math, two of science, and satisfactory SAT scores. These criteria automatically eliminate many high school students who wittingly or not took a different path. The SAT scores can be improved by strategies available in books, videos, and training sessions, both profit and nonprofit. The course requirements cannot. This is a sticking point addressed by Ontaneda in his marketing plan.

Not content with the customary recruitment venues—annual college or career fairs among them—Ontaneda goes directly to high school math classes to preach what he calls his philosophy of educational empowerment. While there, he makes it as easy as possible for students to receive even more information about NJIT and about higher education in general.

"I tell them that I am a believer in, distributor of, and collector of business cards, and 'I am going to create a business card for you right now.'" He hands out

"I told them that though they were excellent in other areas, 'your Achilles' heel is math.'"

Carlomagno Ontaneda, assistant director of special programs, NJIT Educational Opportunity Program

inquiry cards and instructs his audience to write down names, addresses, math classes taken, and SAT information, if any. Once collected, either on the spot or by e-mail, he both forwards the information to admissions and uses it to follow up, student by student.

"I call them on Saturdays, speaking directly to them and to their parents," said Ontaneda.

He also promises to write "a nice letter of recommendation" if and when they proceed with admission plans.

He takes note of any younger sisters and brothers as well. The earlier the intervention, the more likely that the student will be inspired to enroll in the courses that meet admissions criteria.

Ontaneda himself emigrated to the United States from Ecuador and says he was "privileged" to attended high school here.

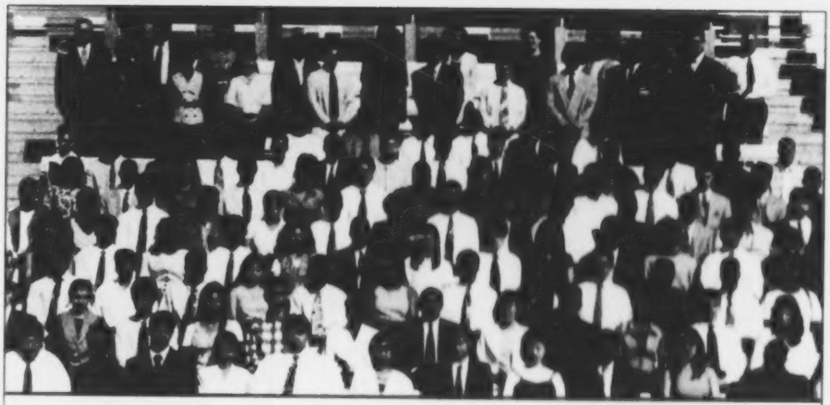
"It was very fortunate for me that a guidance counselor suggested I attend a pre-college program," he said.

He entered Upward Bound at Seton Hall University in New Jersey. While it enlightened him about college, it couldn't stand in for courses he had missed nor erase his low SAT scores. As a result, he started out at a community college, moving to a four-year institution after receiving an associate's degree.

A frequent visitor of vocational-technical high schools, Ontaneda calls their turnaround impressive. Once viewed as schools for those who couldn't or shouldn't go to college, and still suffering this stigma, he feels, at some levels of higher education, they are emerging as fertile hi-tech training grounds.

"I tell the students, 'You represent the future of this country.' Last year I spoke to high school students at Passaic County Technical Institute—seniors, juniors, sophomores, first-year students. I told them that though they were excellent in other areas, 'Your Achilles' heel is math.'

"Last year they had only one session of precalculus at Passaic County Technical Institute. This year, three sessions. And for next year, they are considering a calculus class, honors geometry, honors algebra II. I reach out to them and they respond. The response has been outstanding."



New Jersey Institue of Technology Educational Opportunity Program — Summer, 1996

Passaic County includes the once-grand "silk city" of Paterson, noted for its prominent role in a long-gone textile industry, known more now for the substandard performance of its school system, and for the Hollywood movie made about Joe Clarke, baseball-bat-carrying school principal of its Eastside High, currently employed in the corrections field. The City of Passaic has streets replete with potholes, some large enough, it is joked, with more truth than wit, to serve as shelters for the homeless. The thought of honors classes, precalculus, and trigonometry within such environs is a rose in a snowbank, a taxi in a rainstorm, a reminder that children are born brilliant, born to win.

Ontaneda makes a point of telling students not just what to take and why, but where and when, specifying pre-college math courses offered during summer sessions at campuses throughout the area, courses that can compensate for shortfalls either in their own scheduling or in their high school's curriculum. He maintains relationships with professors, including those at community colleges, to whom he can direct students who need and want more information or on-campus guidance.

This year he added another marketing approach. "We acquired the names and addresses of all Black and Hispanic students in the entire state of New Jersey who took the SAT in the junior year, and sent invitations in English and in Spanish inviting them to come to the Open House October 27th."

More than 100 attended, a turnout deemed excellent in direct-mail circles. The typical EOP class is about 125. "In both the English and the Spanish letter, I have my direct telephone line and also e-mail address. I started getting a lot of response from parents."

The parents aren't the only ones responding to Ontaneda and to NJIT. The EOP program, which was first established through a legislative act and funded by the state's Department of Higher Education, has been lauded by the Mayor of Newark, Sharpe James, the Freeholders of Essex County, in which it resides, by the N.J. Senate, by the N.J. General Assembly, and by N.J. Governor Christine Whitman, who even gave it a budget increase last year. This year Carlomagno Ontaneda himself earned a commendation by the U. S. Secretary of Education, Richard Riley.

Just exactly what is this program that is so highly regarded? Ontaneda calls it a boot camp of the mind. Students of disadvantaged backgrounds, who might be a little short on the SATS but long on interest in math or science and long on motivation, spend six summer weeks at NJIT's Newark campus, day and night, rigorously beefing up their academic skills, their SAT-taking skills, sometimes their English language skills, and their basic ability to adapt to and thrive within academia. All EOP participants are given computers, which become their personal property and are to be taken home at the end of the six weeks.

"They come on Sunday night at seven p.m., and then for the week the daily schedule is as follows: 7:00 to 8:00 a.m., breakfast; 8:00 to 12:00, classes; 12:00 to 1:00, lunch; 1:00 to 5:00, classes; 5:00 to 6:00, dinner; 6:00 to 10:00, tutorials.

"At 10:00 p.m.," Ontaneda explains, "you go back to your room. After a relaxing shower and after two-minute phone calls to significant others, guess what you have to do?" Sleep, they ask? "Sleep? No. Study. You have to study because on the next day, you'll have a quiz or a test in physics, computer science, English, technical writing, math."

"I say to them, we know for a fact that EOP is not for everyone. But if you are ready for the challenge, we are ready for you."

Apparently many are indeed ready for the challenge, for in a typical year, come September, there is no discernible difference in skill levels between EOP entrants and NJIT's other incoming students. The gap has been closed.

Another gap is closing, too. The gender gap. "Traditionally, by design or by default, the system always discouraged women from seeing science and engineering as a vehicle for advancement, but all that is changing." While on a recruiting trip in Puerto Rico, he was astonished to find that one in ten women he encountered expressed interest in these fields. "Very shocking," he called it, but the consciousness-raising discovery motivated him to work harder to recruit females on his stateside turf. He cannot conceal his delight that female students for the last two years have comprised more than 40 percent of his EOP entrants, a hefty increase over the 30 percent range of the '94-95 class. This share compares quite favorably, as well, to NJIT's over-all first-year-student picture, in which only 23 percent of those pursuing science, engineering, and architecture are women.

Asked whether older adults may participate in EOP, Ontaneda explains that while they are not prohibited, working adults would not have six weeks to spend in school around the clock.

Ontaneda describes the EOP classes as "a dynamic rainbow coalition. We have everything under the sun." In coming years, having expanded his outreach geographically, he expects to draw more students from southern New Jersey, an area replete with farmlands, cows, pine barrens, cranberry bogs, and some of the world's best blueberries—a far cry from bustling, industrialized Jersey City and Newark. So far afield, he says, that for some students he meets, Newark might as well be Laredo, Texas.

NJIT's EOP program typically includes large numbers of minorities, especially Blacks and Hispanics, having been designed 27 years ago to recruit nontraditional students. Ontaneda is especially concerned that the Hispanic community, which he describes as very young, is "still in darkness" with regard to higher education; he is concerned that due to their language impediments, they don't know how the system works.

Two service organizations, both with chapters on campus, are of great help to students in this regard, he says, the National Society of Black Engineers and the Society of Hispanic Professional Engineers.

> **"They seek somebody... who believes in them and nurtures them—and they find that at NJIT."**
>
> -Eida Berrio,
> NJIT Dean of Students

His own background was not engineering but banking. He was recruited to NJIT first to serve on its community advisory board, then to chair its public relations committee, then to join its staff.

Eida Berrio, now dean of students, was executive director of EOP when she brought Ontaneda on board. Interviewed in 1994, she spoke of the heightened challenges faced by programs such as EOP. "Our job is becoming increasingly more difficult because the students are coming to us less prepared and the technology is getting more and more advanced. I do not think EOP can solve all the problems of secondary education, but there are many students who have the potential and eagerness to succeed, and EOP is providing those students with an opportunity."

She noted other obstacles to student success. "Many of our EOP students are from single-parent households. They don't have a role model. They seek somebody," she adds, "who believes in them and nurtures them—and they find that at NJIT."

Ontaneda, clearly just such a believer and nurturer, expresses no regrets about leaving what he describes as a flourishing banking career and opting for NJIT and EOP.

He claims that EOP is where his heart is. Of that there can be no doubt.

Reading, Writing, and Rumba

Ballroom Professionals Take on Today's Teens

by Joyce Luhrs

Stepping out on a dance floor as a couple doesn't happen only in Fred Astaire and Ginger Rogers movies. A new generation is learning how to dance together through New York City's Partner Dance Education Fund.

Started in April, 1995, the Partner Dance Education Fund (PDEF) teaches teenagers, amateur adult competitors, and young professional dancers that partner dancing is great exercise that instills discipline and concentration. The goals of this nonprofit organization are to reach out to local public schools, where art budgets have been cut, and get students interested in ballroom dance, while providing free professional partner dance performances in public areas in New York City.

Ballroom dancing has been accepted provisionally as an Olympic sport, advises Maria Dering, PDEF's outreach coordinator. "We have a great deal of work to do to match the established partner dancing programs already in place in other countries," she says, adding that European curricula offer ballroom dance instruction starting in primary school. The same is not true for most public schools here.

Some of the top dancers in the ballroom world are involved in PDEF, including chairman Paul Pellicoro, who choreographed the tango scenes in *Scent of a Woman,* and Ron Montez, commentator of the Ohio Star Ball Championship Ballroom Dance seen on public television stations.

PDEF's professional ballroom teachers provide instruction in schools and in local studios and demonstrate and perform for business organizations and on college campuses. And yes, they have graced the floors of New York's legendary ballroom, Roseland, at a special event, Dance for Kids.

In an on-going Salsa Saturday series sponsored by PDEF, high school students attend classes hosted at a Manhattan studio. The curriculum covers the dance history of salsa, mambo, and rumba and their African roots; dance patterns and movements, focusing on Cuban-Latin motion; the importance of different instruments, including the drums; and the roots of salsa in jazz and mambo.

"These kids, at least on the surface, are very motivated to start with. We see a resurgent interest in the Latin dances because the kids hear the music and the bands more frequently," says Dering.

The program tries to get students hooked on the music first, and then to feel the movement. Speaking of a recent Saturday Salsa class, Dering said, "From what I could see in the first round, a lot of the kids were talented and needed direction. A lot are doing hip-hop, and they're stiff. They need more musical flexibility."

Ron Rosario typically teaches the class on the rhythm dances, Salsa, Merengue, Mambo. "We start them with the basics. Very few have an understanding of the basics," he says.

> *"They're dancing by feeling and identifying the instruments. I go for the congas, the percussion parts, the drums."*

Rosa Collantes, left,
instructor,
Partner Dance Education Fund

Part of the teaching is a geography lesson, says Rosa Collantes.

They learn that movements and steps in one dance can be applied to another. "We examine the Cuban rumba and show them the body movements and how they can use them for mambo. We try to show them the difference between mambo and salsa," says teacher Rosa Collantes. She points out that the body movement for mambo differs from salsa. In mambo, movement is emphasized on the first beat; in salsa, on the second.

Collantes explains that feeling the music and understanding the different instruments is essential to learning the dance steps. "It is very important for the students to understand what they're doing. They're dancing by feeling and identifying the instruments. I go for the congas, the percussion parts, the drums. If they follow the drums, their feet begin tapping, and then they feel the music and the rest of their body begins to move. Once they understand this, then I worry about the steps."

It wasn't easy getting them to dance together as couples. "In the beginning they looked at each other saying, 'I don't want to,' says Collantes. "They tried to grab their friends.

"We told them from the beginning that dancing together with someone is not just grabbing somebody. It's partner dancing, and you need your partner in front of you so you can keep the connection.

"Latin men have the feeling that they're supposed to know how to dance. And when they're not Latin, they feel it's impossible, that they don't know how to move their body. We try to change that idea," she says.

In the beginning, the instructors start slowly and don't emphasize technique. "It goes beyond dancing. We try to teach them to relax and not to put that much stress on themselves. Sometimes they come very nervous, but they learn to dance by feeling the music, especially with the Latin dances," she says.

Part of the teaching is a geography lesson. Collantes points out that in Colombia, salsa and mambo are influenced by cumbia, and that in New York, the basic steps of salsa and mambo have different turns and movements than those found in Central and South America. Even within the United States, differences in movements and turns are evident, with a swing influence noticed in salsa and mambo as performed in California.

Collantes has studied dance for 22 years, beginning with the folk dances of her native Peru and eventually learning salsa, mambo, and Argentine tango. She makes clear to the students that a career in dance requires different skills and, like a singer or a doctor, to be a good dancer requires time, education, and practice.

Instructor Ron Rosario (right) with a student

Maria Dering, PDEF's outreach coordinator, reports that Ballroom dancing is offered starting in primary school in European curricula.

According to Dering, the Partners in Dance Education Fund plans to seek financing of scholarships for top amateurs and for college students, both for private study and for training geared to competition.

Contact: Maria Dering (212) 307-1111

FACULTY OPENING IN ANTHROPOLOGY

Wheaton College New tenure-track position in cultural anthropology at the Assistant Professor or beginning Associate Professor level in a combined sociology/anthropology department of six faculty. The successful candidate will have a Ph.D. in anthropology (consideration given to advanced A.B.D.), with an area specialization outside Europe and the Americas. Application deadline February 10, 1997. Send letter of interest, resume, and names of references to **James Mathisen, Chair, Department of Sociology/Anthropology, Wheaton College, Wheaton, IL 60187.** Application forms will be sent to promising applicants.

Wheaton College is an evangelical Christian liberal arts college whose faculty and staff affirm a statement of faith and adhere to lifestyle expectations. The College complies with federal and state guidelines for nondiscrimination in employment. Women and minority candidates are encouraged to apply.

A Day In the Life of 30,000 Professors

A.C.E. Survey Spots Trends

by Ines Pinto Alicea

AMERICAN
COUNCIL ON
EDUCATION

U.S. professors are more committed to diversity issues and more interested in promoting multiculturalism than they were seven years ago, according to a recently released survey of nearly 34,000 professors at 384 American colleges and universities.

"Professors are increasingly concerned about diversity, and they are changing their teaching styles to adapt to the new students," said Linda J. Sax, a visiting assistant professor of higher education at the University of California at Los Angeles (U.C.L.A.) and lead author of the report on the survey, "The American College Teacher." "Their teaching is more related to what is going on in the real world."

The survey, conducted every three years since 1989 by the Washington-based American Council on Education (ACE) and the Higher Education Research Institute at U.C.L.A., focuses on how professors spend their days, how they feel about their students, their jobs and their profession. The results provide a picture of the American professorate and its views on the goals and stresses of academic life.

The institute surveyed full-time faculty members who spend at least part of their time teaching undergraduates. Nearly 91 percent of the respondents are white. Sixty-five percent are male. Latino professors comprise only three percent of the respondents, making it difficult, Sax said, to cull a statistically accurate picture of that segment. In a similar Institute study on the nation's students, the data was disaggregated by race and ethnicity, enabling *Hispanic Outlook* to offer details about the attitudes of Latino students.

Thirty-nine percent of the professors surveyed said they have attended a workshop on racial or cultural awareness within the past two years, up from 27 percent in 1989. Fifty percent said creating a multicultural environment is a priority on their campuses, an increase of 10 percentage points since 1989. And 46 percent said many courses at their institutions include minority perspectives, compared with 36 percent in 1989.

Delores Escobar, dean of the College of Education at San Jose State University in California and past president of the board of directors of the Washington-based American Association of Colleges for Teacher Education, said the professorate supports diversity issues because of the close ties universities often have with the communities in which they are located.

"We're very much in the field," Escobar said. "It's what we see every day. We are conscious of the society our graduates will live in."

> ***"We're very much in the field. We are conscious of the society our graduates will live in."***
>
> **Dean Delores Escobar,**
> **San Jose State University**

Two areas where the respondents said they were still struggling to incorporate diversity issues were research and reading materials. Only 23 percent reported that they conducted research on issues involving race and gender. About 16 percent include readings on race and gender in their courses. In both cases, those proportions have increased since 1989.

"Many have said that they can't incorporate those issues in their disciplines" said Sax, associate director of the institute.

Professors, however, overwhelmingly believe they are sensitive to the needs of minority-group members on their campuses. Still, 37 percent say they see "little trust between minority student groups and campus administrators," the report said.

"Although the reasons…are not immediately clear, it may be as issues of diversity are gaining acceptance on campus, minority student groups are becoming empowered to further challenge the administration, thus leading to a greater degree of conflict and distrust between minority student group leaders and campus administrators," the report said.

Sax said the survey results indicate that colleges and universities are undergoing "a movement toward being more progressive" through the teaching methods employed and the topics taught to students. Still, politically, professors themselves covered the full range of the ideological spectrum.

Asked about their political orientation in the survey, 37.5 percent describe themselves as liberal, 19.5 percent as conservative, and 37.8 percent as

ILLINOIS STATE UNIVERSITY

Normal/Bloomington

College of Education

Assistant Professor of Special Education

The Department of Specialized Education Development invites applications for the position of Assistant Professor of Special Education. The department offers an undergraduate program in special education, master's degree programs in counseling and special education, and a doctoral program in special education.

Position: Tenure track position in the area of mild disabilities at the assistant professor level to start on August 15, 1997. Nine-month position with possibility for summer employment. Responsibilities include teaching undergraduate and graduate students, conducting and supervising research activities, seeking external funding, advising graduate student, providing University and professional service. Evening and off-campus instruction is to be expected.

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> *"Since there is no mandatory retirement age, slots are not becoming open for new faculty. We're concerned for students getting their Ph.D.s and not getting faculty positions."*
>
> Linda J. Sax, UCLA

"middle-of-the-road," roughly the same proportions as in the 1989 survey.

"There is a lot of talk about political issues on campuses, and the politics on campuses don't always agree with the politics of the general population," Escobar said.

Sax said that the results of the survey might dispel some myths the public has about college faculty members.

"People make a lot of assumptions about what faculty do," Sax said. "People assume faculty members are disengaged from students and only conduct research. The results of the survey show us that faculty members are interested in teaching students."

Ninety-nine percent of the professors surveyed said being a good teacher is an important goal. Many reported that they were adopting more collaborative teaching methods such as group discussions and group projects to get students to interact more. These newer teaching methods might be taking a toll, however. Thirty-three percent of faculty reported for 1995 that they experienced "extreme" stress during the last two years.

"This increased stress may be due to the greater interaction with students that results from the use of the more progressive and student-oriented teaching methods faculty have been adopting," the report said.

"Lectures are still the most popular teaching method," according to Sax. "But lecturing is on the decline."

Kelly Nieves, a professor of Spanish at George Mason University in Fairfax, Va., said she enjoys interacting with her students while teaching her classes. The exchange helps the students feel more comfortable with her, at times, however, to the point where they turn to her to discuss personal problems. Mrs. Nieves said she is sometimes unsure how she should handle the different situations that arise. Dealing with students' day-to-day problems is not an area in which teachers are trained, she said, and can sometimes be stressful.

"I feel like I'm playing counselor," Nieves said. "It's hard to know the right thing to say. I don't want to seem cold or that I don't care. But if I get too involved, it could hurt me. It's hard to maintain a balance."

According to the study, professors' interest in research also appears to be declining. The proportion who said research was "very important" or an "essential goal" dropped to 55 percent from 59 in 1989. Moreover, 17 percent said they spend more than 12 hours per week doing research, compared with 23 percent in 1989.

Sax said she is unsure whether those figures will continue to drop. "There are fewer research funds out there, and that is the context in which we must put this response," Sax said.

Another survey finding that raised some concern was the one that indicated the aging of the nation's faculty. Only nine percent of faculty are currently younger than 35.

"Since there is no mandatory retirement age, slots are not becoming open for new faculty," Sax said. "When they do retire, they are not being quickly replaced. We're concerned for students getting their Ph.D.s and not getting faculty positions."

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THE HISPANIC Outlook IN HIGHER EDUCATION

WOMEN IN HIGHER EDUCATION

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College Work Study Funds Expand Clinton's Target: A Million Students by 2000

by Ines Pinto Alicea

Hispanic Serving Institutions (HSIs) and community colleges—institutions that traditionally have not received a large portion of federal College Work Study funds—could soon find their coffers boosted and find themselves able to offer more students jobs.

"Because we have so many needy students, we're hoping we will get a fair chunk," said Linda Michalowski, coordinator of student financial assistance programs for the California Community Colleges. "The need for college work study funds is always much higher than the federal funds we get."

Maureen McLaughlin, deputy assistant secretary for policy, planning, and evaluation for the U.S. Department of Education, said that Congress and the Clinton administration increased funding for College Work Study by 35 percent or $214 million for fiscal year 1997. By expanding the program's budget to $830 million, she said, federal officials expect to reach more than 900,000 students, up from 713,000 the previous year.

Jacob Fraire, director of legislation and policy for the Hispanic Association of Colleges and Universities (HACU), praised the increase but expressed concern that HSIs might not get a fair share because of the way the current law is written. Fraire said that the law states that those initial institutions admitted in the program in 1985 would maintain the same funding allotment as long as the program existed. Many HSIs and community colleges were not among them.

"Policies such as this obviously affect participation by HSIs, and Hispanic students enrolled in such institutions are left out," said the President's Advisory Commission on Educational Excellence for Hispanic Americans in its report, "Our Nation on the Fault Line: Hispanic American Education."

Fraire said HACU and other Latino organizations are studying the law to determine exactly what changes need to be made to improve the distribution of funds for HSIs.

"If you redistributed those funds to schools with the greatest need, HSIs would benefit greatly," Fraire said.

McLaughlin admits that "four-year institutions traditionally have gotten a significant share" but added that "there is more money now than in the past and all schools are eligible to request an increase in funding."

The key, she said, is that schools must ask for an increase. The increase will not be given automatically. The U.S. Department of Education is sending notices to colleges and universities across the country explaining the increase in funding of the federal work study program and telling school officials about the need to request an increase for their individual institutions.

"Schools need to think about where they could offer jobs and come up with the matching funds," McLaughlin said. "We want to use the increase in funds for community service jobs and for reading tutors."

Rosie Torres, director of public policy for the Washington-based civil rights and education organization ASPIRA, said outreach must be more thorough, communicating to the students themselves about the increase, particularly to those Latinos who are studying in institutions that have not traditionally received a large share of work study funds.

President Clinton plans to propose to Congress that at least half the College Work Study increase be dedicated for community service; currently, schools are required to dedicate only five percent of their work study slots to community service. He also will propose that Congress waive matching funds for College Work Study slots designated for tutoring children in reading, she said. In current work study programs, schools receive 75 percent of the wages for a work study student but must match the remaining 25 percent, McLaughlin said. Those proposals have yet to be approved, but McLaughlin said the president will eagerly push for their passage.

College leaders were heartened by the increase, saying that they were concerned that with the increase in the federal minimum wage, they would have been forced to cut back on the number of students participating in the work study program. The minimum hourly wage rose to $4.75 from $4.25.

McLaughlin said that while some of the increased federal funds would be dedicated to covering the increase in federal wages, most of the funds would allow institutions to increase either the numbers of jobs they offer or the number of hours a student can work in the program.

"More jobs will be funded and at a higher wage," McLaughlin said.

Michalowski said she was a firm believer in the program and hoped that it would continue to expand.

"Studies have shown that when students get grants and work study, they improve their performance, which is not true in the case of loans," Michalowski said.

It is likely that the program will continue to grow. The Clinton administration has said that it would like to expand the program so that one million students participate in College Work Study by the year 2000. And the Republicans in Congress have supported the previous expansions, including the latest one. They said that they favor work study over some other financial aid programs because College Work Study requires students to share in the responsibility of paying for their education by working part time.

Five Views from the Top

Reflections of Latina Presidents and Chancellors

by Michelle Adam

Dr. Juliet Garcia made headlines in 1986 as the first Hispanic woman president of an American college. During the past ten years, 23 more Latinas have reached her rank and are leading universities and colleges throughout the country.

Despite the progress of these trailblazers, Hispanic women remain underrepresented.

Women make up about half of 25 million Hispanics nationwide. They are members of a population group that is expected to become the largest minority in the United States by 2010. But their numbers are low in higher education. According to the American Council on Education, 124,000 or so Hispanic women obtained bachelor's degrees in 1994, 6,000 obtained master's degrees, and 445 obtained doctorates. Since the 1960s, women of all backgrounds have exceeded the number of men obtaining higher degrees, yet currently only 16 percent of university and college CEOs are women.

According to the *Hispanic-American Almanac*, Hispanics have experienced extensive segregation and inequality in primary and secondary schools, ill-preparing them for higher education. Segregation grew in existing communities in the Southwest in the first quarter of the 20th century and expanded to the rest of the country by midcentury. Despite increased access to education during the latter half of the century, a large portion of Hispanic students has remained out of school due to poverty, mobility, and discrimination.

The 24 Hispanic women who are now educational leaders are paving the road to a different reality. Five of these women were interviewed by *HO*.

DR. JULIET GARCIA

She was 27 years old when she walked past the laughter of strangers and peers to apply for the post of president of Southmost College in Brownsville, Texas. "I didn't look old enough to be dean," said Garcia. "People were laughing at the thought that I should be president."

She was turned down for the position, but her boldness and determination didn't go to waste. Fourteen years later, in 1986, she landed that job at Southmost College, and became the first Hispanic woman president of any college or university nationwide.

Today Garcia is president of the University of Texas at Brownsville, a partnership she formed four years ago between Southmost College and the university. As president of a four-year university that maintains the accessibility of a two-year college, Garcia is finally able to begin building roads into the future with the skills of her Hispanic community.

Garcia grew up among many disadvantaged in Bernardsville. With more than 90 percent Hispanics, the unemployment figures were always double that of Texas overall, she said. The school systems were also segregated, and there were few Hispanic role models. Garcia, who feels blessed by her Mexican-American parents' strong educational values, was one of a few who learned in English-speaking classrooms.

Despite the challenges, Garcia never doubted her worth.

"We were always so confident because of the pride that was instilled in us, in what we could be."

Her family was traditional in that she did a lot of the work inside the home while her brothers worked outside, but education served as an equalizer. Garcia's father would threaten to mortgage the house in order to buy books and education for all the siblings. "Education was something different. Girls had to do as well as boys," said Garcia.

Living in a predominantly Hispanic community along the Rio Grande, Garcia didn't feel the disadvantage of being a minority. And after surviving at age eleven the death of her mother, she felt the rest of life could only get easier. Garcia married at 19, with her father insisting that her husband ensure that

> ***"You stand out in every arena. The challenge is to stand out in a good way."***
>
> **Juliet Garcia,**
> **president,**
> **University of Texas at Brownsville**

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she would complete college. "My husband took up the torch," she said. "He has been the one who pushed hard all along. He has always seen me a decade ahead of myself."

With children in one hand and schoolbooks in the other, Garcia completed not only undergraduate school, but eventually a master's, doctorate, and postdoctorate education.

She taught at several universities in Texas before moving to Southmost.

Nothing has deterred Garcia from converting her ideas and intentions into action. In a community where students are two generations behind the rest of Texas in educational achievement, Garcia pushed for a partnership between the University of Texas and Southmost College. She knew it would give students opportunities to pursue programs and degrees at a four-year institution, without eliminating the vocational, developmental, and continuing education programs they needed to build basic skills. Garcia moved her idea through the Board of Community Colleges, the University of Texas Regents, and the state Legislature. The Regents turned down her proposal, and eventually testified against her before the state Legislature, but she received approval from the House and Senate. The partnership was approved by 1992, less then a year after the idea for it had taken shape, and Garcia was appointed president of the new University of Texas at Brownsville.

Since then the university's resources have grown by more than $40 million, students are graduating in higher numbers and levels, and degree programs are being added at a rate the school can barely keep up with, said Garcia. "There's so much hunger here that when a degree program opens up, it fills immediately," she said.

"Imagine if I took this population and gave them literacy in two languages and then taught them to be a nurse, a teacher, an engineer. What the United States thinks of as a deficit," says Garcia, speaking of bilingualism, "becomes an asset for the country."

Garcia was singleminded in raising $1 million in local scholarship money for students. "A lot of our students are here counter to their parents,' spouse's, and children's wishes," she said.

She is looking toward the future, to NAFTA, and to building educated minds that attract business to the Rio Grande area.

Garcia serves on Clinton's Advisory Committee for Hispanics in Education, is assistant chair to the American Council on Education, and is a board member of the Carnegie Foundation for the Advancement of Teaching. The list goes on.

Asked what it has meant to be one of a few Hispanic women in high positions, Garcia said it means more responsibility to represent all the other Hispanic women who have yet to become leaders.

"You stand out in every arena," said Garcia, one of only two women presidents in the University of Texas system. "The challenge is to stand out in a good way."

RUTH BURGOS-SASSCER

Ruth Burgos-Sasscer woke up as early as 4:00 a.m. to type papers for school. With four children, and having started much of her education in her later years, it was the only way she knew to make her way through the ranks of education. Not until she had raised those four children did she finish her doctorate and begin a career in higher education.

"It's never too late," says Sasscer, now chancellor of the Houston Community College System. She claims that she "didn't take any short cuts" to reach the position of leadership she now holds.

Only recently did Sasscer become chancellor, taking on the responsibility of administering four colleges. Prior to that she was president of San Antonio College, the largest single-campus community college in Texas. In that post for four years, she managed to set an example of diversity. By the time she left, three of six deans were Hispanic, and one was African-American. Sasscer also worked hard to diversify faculty, which underrepresented the large Hispanic student population.

Sasscer was the first woman to lead the 70-year-old institution. She has served as an example to Latinas and to all Hispanics in San Antonio. Many here have grown up in closed cultures where their potential has not been developed, she said. "One of my hardest tasks was to really get them to flex their muscles, to have them reach out," she said. Although San Antonio's population is 58 percent Mexican Americans, "they never considered themselves free until recently," she added.

Sasscer grew up in New York City prior to World War II, a time when Puerto Ricans assimilated easily into city culture. "The idea of being Hispanic never came up," she said. "There were never enough of us to be an issue. We

"The differences people bring to the table are increasingly viewed as something positive."

Ruth Burgos-Sasscer,
chancellor,
Houston Community College

were all accepted." She realizes now that the larger Puerto Rican generation of immigrants that came after the war had a much more difficult time being accepted. "We did not feel the prejudice that others felt."

Sasscer's parents placed great importance on education. She was the oldest of three daughters who were all sent to college. "My parents were willing to give us this kind of freedom. By allowing me to go away to college, they taught me that the whole world was my option," said Sasscer.

Her parents initially spoke Spanish at home, but they soon changed to English to help their children assimilate. "There was no bilingual education. It was sink or swim," said Sasscer.

After leaving home and completing her bachelor's and master's degrees, she married and moved to Puerto Rico to raise her four children. She became president of a community college in the University of Puerto Rico system and in 1979 was appointed by the governor to serve as president of the Commission for Women's Affairs of Puerto Rico. Sasscer found a greater acceptance of professional women in Puerto Rico than she did when she became vice president of Harry S. Truman College in Chicago, and again as president of San Antonio College in Texas.

"It took many of the men some time to get used to me," said Sasscer about San Antonio.

Sasscer believes that her achievements, having taken place within a climate of bias toward Hispanics and toward women, are attributable to her determination and preparation. "A great deal of my success has been due to hard work and being qualified," she said. Living in Puerto Rico, she said, gave her a greater understanding of her own culture and how to manage diversity on campus. "One of the exciting things I've learned is that the differences people bring to the table are increasingly viewed as something positive."

Although Sasscer sees many students falling through the cracks, she feels optimistic that now is the time to take advantage of open doors for Hispanics. "Our country needs us. If the Hispanic community is not trained and afforded opportunities, the nation will suffer," she said.

The first step, according to Sasscer, is to build competency, the second, to reach for the stars.

NAOMI LYNN

It's not often that two women from the same family become leaders in a similar field of work. Chancellor Naomi Lynn of the University of Illinois in Springfield and Ruth Burgos-Sasscer are exceptions.

Although their paths diverged slightly, they were raised by the same parents, who placed education in the forefront of their lives. They also prided themselves on being Puerto Rican. "They gave a feeling of self-confidence and self-worth. They really believed anything was possible," Lynn said of her mother and father.

Naomi Lynn, chancellor of the University of Illinois at Springfield, is the first Hispanic to lead a public university in Illinois. She became chancellor last year, when Sagamon State, of which she was president, joined the University of Illinois to become the University of Illinois at Springfield. Earlier, she was the first woman in Georgia State's history to become academic dean at its College of Public and Urban Affairs. Lynn is also a prolific author of articles on public administration, political science, and women in politics.

As president, and most recently as chancellor, Lynn believes she's brought good political skills and sensitivities to the post. During the merger, she solved labor and management problems to alleviate tensions that the change had imposed. "We had a miracle year," she said of the merger. "But you have to realize you are not going to do things alone."

As a youngster, Lynn enjoyed books and learning and envisioned herself in law school. Instead, she married a man whose work in higher education influenced her career direction.

Lynn considers herself fairly traditional, having raised four children and plugged through school primarily for the love of learning. She began teaching after her youngest was born, and only after the political science department chair of Missouri college insisted she do so. "He asked because I had a master's in political science. Most of us," said Lynn, speaking of women, "didn't plan our lives."

Raised with self-confidence and a strong belief in her culture, she serves as a role model for those who lack that support. "I feel a real responsibility to reach out and tell people: 1. don't let anyone put you down, and 2. people can do more than they realize."

She describes herself as "a great crusader" in hiring more Latinos and

> ***"The thing I bring is a sense of optimism, a sense of confidence, the sense that many things are possible."***
>
> **Naomi Lynn, chancellor, University of Illinois**

building optimism for the future. Lynn's pet peeve is hearing seminarians paint bleak pictures of the future to minority students. "Don't trample on their dreams," she insists. "If you take away their dreams, they have nothing left."

If Lynn had her life to live over again, she said she would go again into higher education. "It's so much of the future for women, Latinos, for everyone," she said. "The thing I bring is a sense of optimism, a sense of confidence, the sense that many things are possible."

MARTA ISTOMIN

At 13, Marta Istomin left her family in Puerto Rico and came to the United States to study music. Having first played the violin at age four, and the cello soon after, she had ambitions of becoming a professional musician. "My goal was to be a performer," said Istomin.

Istomin achieved that goal in her earlier years and has since dedicated much of her life to inspiring budding musicians and building institutions of music. For 11 years she was artistic director at the Kennedy Center for the Performing Arts, in Washington, D.C. Four years ago, she became president of the Manhattan School of Music, a post that she had never imagined might some day be part of her life. "The last thing I would have thought," she calls it.

Istomin first became involved in the administrative and organizational end of music during her marriage to the legendary cellist, Pablo Casals. She became a major force for the development of fine music in Puerto Rico, helping to establish the Casals Festival, the Puerto Rico Symphony Orchestra, and the Conservatory of Music. In the three years after his death, she founded a children's program, preparing five-year-olds for careers in music.

As president of the Manhattan School of Music, Istomin has broadened curriculum and strengthened its community outreach programs. The School currently grants baccalaureate, masters and doctorate degrees to 950 students and offers preparatory courses to 425. Istomin has attracted world-renowned musicians such as Mstislav Rostropovich and Julian Bream as faculty and guests.

"Music is part of the finer things in life, what we call culture," said Istomin. "We are responsible for the culture, and students need to know that they need to foster that."

Although Puerto Rican by birth, Istomin has had the opportunity to live within and acclimate to various cultures. She has traveled across seas and continents to hone her talent, from the move at 13 to New York and then at 17 to Paris, to study under Casals.

"The most important thing is to have a God-given talent," said Istomin. "Then there has to be the determination" to acquire whatever expertise is necessary.

As do many of the women *HO* interviewed, Istomin feels blessed by her upbringing. She was raised by a middle-class family of music lovers, her home often visited by well-known musicians, supporting her dreams. She believes, too, that the schools of her native Puerto Rico prepared her and others well for the future. "I think many Puerto Ricans have demonstrated that the conditions and opportunities there are on a high level."

"I feel very fortunate," said Istomin. "It's all the more responsible I feel to do the best I can at every moment."

Istomin sees more women in her field today than men, musicians as well as administrators. Asked whether she tries to serve as a role model to women and Hispanics, she makes no distinctions in the categories. "Those who have the flame and fire in them have it," she said.

"The only advice is to educate yourself and do the best you can," said Istomin, who has received many honorary degrees for her work. "Don't rely on anything but your best skills and responsibilities."

EVELYN DIAZ

It's her personal mission, what she describes as her spear.

Evelyn Diaz came to New York City in her early 20s with the intent of helping those Puerto Ricans who, like herself, had relocated to a different country. In New York she completed her master's degree in psychology and began working with Puerto Rican children, helping them build their dreams.

Diaz felt she was in a position to assist others largely because she had received the proper grounding and support growing up in Puerto Rico. "When you have a good education and background, you have a better opportunity to adjust," said Diaz. She had heard about the struggles of Puerto Ricans coming to the city in the 30s and 50s, hampered by lower educational and economic resources. Diaz had already obtained a bachelor's degree in Puerto Rico. In her own words, she "saw a problem and was interested in dealing with human behavior."

"I think many Puerto Ricans have demonstrated that the conditions and opportunities there are on a high level."

Marta Istomin,
president,
Manhattan School of Music

"I really believe we have our own standards. Mine are high."

Evelyn Diaz,
chancellor,
Miami Institute of Psychology

After further work with New York's underprivileged and underrepresented communities, primarily those in Hispanic areas, Diaz moved to South Florida to work at Miami Dade Community College. During that period, she counseled thousands of Cuban refugees and coordinated services for Haitians who were undergoing the acculturation process in Florida.

In 1986, Diaz became vice-chancellor for the Miami Institute of Psychology, an organization that places primary importance on educating minority students and developing cultural training in psychology. She then moved up to her current post of chancellor, one she has held for the past nine years.

Approximately 60 percent of the students are of minority status. Most of them are Hispanic. During Diaz's time in office, the school has been accredited, and she has built up its programs.

The institute works collaboratively with community agencies and schools to encourage Hispanics to further their education.

Diaz finds that the students arrive "with a lot of dedication and motivation" to finish their career preparation and to help the Hispanic community, much like Diaz herself in her student years. She expects to expand the student base from 600 to 2,000 students by the next century.

In sharp contrast to schools in general, the Miami Institute of Psychology hires a large percentage of women and Hispanic faculty. Diaz recalled past positions where she met walls of discrimination, including times when she and female colleagues weren't invited to meetings or given the same opportunities as the men. "It challenged me to continue and to be more dedicated," she said.

Diaz never questioned her abilities as a woman or Hispanic while growing up. Her mother worked as a teacher in the Department of Education, which was unusual for a Puerto Rican woman in the 50s. In addition to this close role model, Diaz attributes much of her success to the ideas she formed as a youngster of what she wanted to achieve. "I really believe we have our own standards," she said. "Mine are high."

With an Hispanic population growing rapidly into the 21st century, Diaz considers it crucial to continue helping Hispanics. Many, she realizes, might not have been raised with the encouragement and support she received. She is rewarded and remotivated by seeing young people she has counseled go on to college "and follow their dreams, just because someone believed in them."

"You cannot always get what you want in life when you want," said Diaz. "But if you persevere, you can accomplish your goals."

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San Diego Battling Dropout Crisis

Advocacy Network Helps Latinas Stay in School

by Amalia Duarte

A major study on the drop-out rate in the San Diego school district several years ago uncovered a surprising fact. Latinas had the highest drop-out rate of any student group in the system, surpassing the rate for African-American and Hispanic males. The reasons for the high drop-out rate were equally disturbing. It wasn't teen pregnancy, poverty, or poor grades forcing these girls out. In extensive interviews, the study found that Latinas were leaving school as early as seventh and eighth grade in large part because they just didn't feel connected to the system.

"These girls were looking for a connection that they weren't getting and getting the feeling that they didn't belong," says administrator Irma Castro. "They felt completely disassociated from the schools."

Given these disturbing findings and a drop-out rate for Latinas hovering at almost 50 percent, the San Diego school district decided to take swift action. The district is about one-third Hispanic, and Latinas make up about 17 percent of the student population. (African-Americans comprise another 17 percent, and whites, 30 percent.)

One of the first steps was hiring local activist Irma Castro, who didn't waste any time in getting a program off the ground. "We went to the school board and asked for an initiative to focus on Latina students. And they agreed. There was no resistance. They knew something had to be done," says Castro, who was hired in December 1992.

Castro brought a fresh pair of eyes to this long-standing educational problem. As a community activist, she cut her teeth in the Chicano civil rights movement. In San Diego, she was director of an organization called the Chicana Federation, which focused on public policy issues. "I'm not a teacher," she says.

What evolved from these efforts was the Latina Advocacy Network, a program reaching Latinas in about half of the 156 schools in San Diego's K-12 district, which serves 130,000 students. The program involves everything from small support groups in individual schools to formal breakfasts with Latina professionals and visits to area colleges for meetings with Latino faculty and students.

Parents, particularly mothers, are also brought in for activities, including some of the five district-wide events held each year. An all-day conference is held on a Saturday for middle school girls and their mothers, with a keynote speaker and seminars on topics such as "Do I Really Need a Boyfriend?"

"We decided we couldn't educate just the high school student. We have to bring in the *tia*, the mother, the *abuelita*," says Ana Slomanson, a Mission Bay High School counselor who runs a support group for girls and helps coordinate conferences.

> **"The girls were looking for a connection they weren't getting.... They felt completely disassociated from the schools."**
>
> **Irma Castro, administrator, San Diego School District**

The initiative, believed to be the first district-wide effort in the nation to aim at curbing the Latina drop-out rate, is ambitious. Its five major goals are: to develop and build positive self-esteem; to provide opportunities for exposure to careers, college, and successful Latina professionals; to set high expectations both academically and personally; and to create an accepting environment for Latinas in the school district.

It seems to be making a difference. Last year, for the first time, the drop-out rate for Latinas declined, although it remains alarmingly high. Reports Castro, "We're starting to have an impact. We haven't done a follow-up study. But we are hearing it anecdotally from teachers and counselors and principals. They say the kids are starting to turn around."

The program varies from school to school, tailored for the age group and the number of students involved. Because it is a local initiative, Castro believes the project will survive the recent voter approval of Proposition 209, which prohibits the state of California from running gender-based, race-based, or ethnic-based programs.

"We do have to be real careful to stay in compliance," says Castro, who thinks that Proposition 209 "sent a terrible message to the kids."

At the 1,200-student Pershing Middle School, which educates youngsters in grades six to eight, Sandi Iuli is the program coordinator and a tangible role model for Latinas since she's the only Hispanic teacher or administrator in the entire school. About two dozen girls and a couple of boys meet with her weekly for informal discussions during lunchtime and twice a week for after-school sessions. "They understand they aren't welcome to every event," says Iuli about the boys.

As a Latina from a large family—and she now has four children herself—Iuli connects with her young charges, many of whom are recent immigrants from Mexico. "I'm the only Latina in the school. There is another Spanish-speaker, but she is not a Latina. So they feel comfortable with me. I know their pressure points. The Latina in me connects with the Latina in them."

Some of the problems Iuli encounters are very serious and go beyond race or gender. "I had a girl leave last week. She had a drinking problem. We couldn't figure out why we couldn't get the mother up here to talk about this. It turns out the mother was making the girl steal things."

Iuli reaches out to Spanish-speaking parents through a bilingual advisory committee. Says Iuli, "I call parents once a month for committee meetings. We try to get to the parents and stress to the parents the need to keep in touch with the schools. We make them aware of their rights and explain different issues, like the report cards. All of this can be real confusing and intimidating even for an English-speaker."

Because it's a fairly new program, it is still at the trial-and-error stage. At the K-6 Chollas Elementary School, Jessica McCreary has tried a few different approaches over the past three years. The first year she limited participation to at-risk girls. The following year, she opened it up to any student from kindergarten to sixth grade and brought in two other teachers to help out. It wasn't as successful, she concedes. "With the younger kids, it didn't work. It was hard to keep the same tone. It was too big," says McCreary. "I think there are activities you can do with kindergartners, but it has to be a different approach."

> ***"They feel comfortable with me. I know their pressure points. The Latina in me connects with the Latina in them."***
>
> **Sandi Iuli,**
> **Latina Advocacy**
> **Network coordinator,**
> **Pershing Middle School**

This school year, she's back at the helm alone, working with just fifth and sixth graders. "I believe in working with smaller groups. I think the girls need to identify with at least one adult," she says. Their self-esteem is boosted by sending a positive message about being a Latina and speaking Spanish. "I'm bilingual," says McCreary. "I try to show them—without saying it—that being bilingual is a plus."

Like Iuli, McCreary keeps things laid back. "I just meet with the girls once a week for an hour, and we talk real informally. They give me lots of feedback. After all, it's their program, not mine," says McCreary.

In addition, the girls take at least two field trips to local universities for exposure to higher education, and McCreary brings in the occasional guest speaker. The field trip is particularly important. Says McCreary, "They always want to go to the university library and see what a dorm is like. We go to an empty classroom, and I try to find Latinas on campus. They love it. They come back with the widest eyes you've ever seen."

At the high school level, the program is more career-oriented. Ana Slomanson, counselor at the 1,500-student Mission Bay High School, invites Latina professionals to meet with the 150 or so girls in her program. She has brought in all types, from a law school student to an official with the Immigration and Naturalization Service. "They are always Latinas. "That's the only criterion," she says.

Slomanson also uses the older students to help the younger ones adjust to high school. "We use our seniors to talk with the underclasswomen about their goals and offer tutoring," says Slomanson. "My emphasis is to make sure that a young woman who might be in trouble of falling through the cracks gets connected to school. And you see it happen. They become much more active and involved in school and other activities."

Slomanson thinks the program works because it's such an uncomplicated idea. "There's nothing magical about it. It's so basic and simple. You just get a group and meet with them once a week or every now and then to inspire in them confidence and awareness."

Clearly, there's more to it. Part of the reason this program works is the dedication of the teachers and administrators involved. Slomanson admits, "It consumes me because I see the benefits. I see the results."

And, adds Castro, "We might not reach every child, but we try to give them a sense that they have value. Some of the kids are coming back from the university and telling us it made a big difference that someone took an interest in them."

I Heard This Voice. It Was My Fate.

by Amelia Duggan

As a reporter for the *Albuquerque Journal* and the *National Catholic Reporter* in the mid-1980s, at the height of the civil war in El Salvador, Demetria Martinez covered the Sanctuary movement, an effort by American church people to expose the plight of thousands of Salvadorans and Guatemalans who were harassed or tortured or who disappeared under the military dictatorships.

In 1987, Martinez was indicted for conspiracy against the United States government for allegedly smuggling two Salvadoran women across the U.S.-Mexico border, charges which carried a possible 25-year prison sentence. The jury in her 1988 trial acquitted her of all charges on First Amendment grounds, determining that she had a right, as a reporter, to witness efforts to bring refugees into the United States.

Martinez's first novel, *Mother Tongue*, grew out of what she learned about the Sanctuary movement and the suffering of the people of Central America. "Mother tongue" is what's known in Central America as a "testimonio," in which the narrator gives a voice to the sorrows and triumphs of a community.

Martinez claims that she was inspired to write the novel after her acquittal.

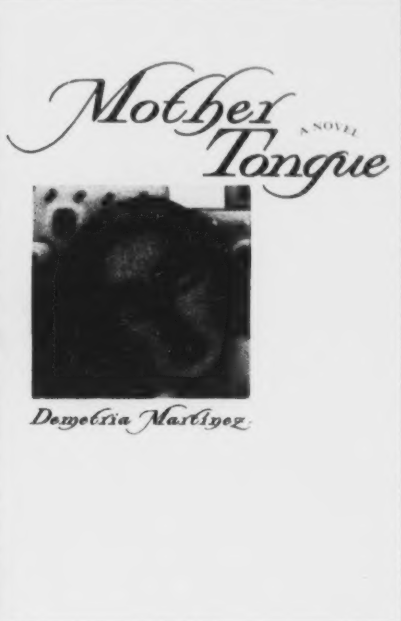
"The story chose me. I never wanted to write a novel. I'm a journalist and a poet, but I heard this voice. It was my fate, and I could not be happy or whole until I wrote it. I had a strong feeling that the story was already complete, that someone had to take it down, and it might as well be me. It was effortless. It was the easiest thing I had ever done."

Mother Tongue, winner of the Western States Book Award for Fiction, is part love story, part journey in search of self, and part meditation on our frightening times. It tells the story of Mary, nineteen and adrift after the death of her mother, longing for something meaningful to give form to her life. She finds the other part of herself when she meets Jose Luis, a Salvadoran refugee who has been physically and emotionally scarred by his experiences. Little by little, she begins to reveal to Jose Luis the hope that lives in love, until the violence of the times conspires against their dreams.

Martinez's writing has led her to speak out about creativity, spirituality, and social justice to activists, physicians, students, and other groups across the country. She has taught writing at the University of Massachusetts and given workshops on

"HIS NATION CHEWED HIM UP AND SPAT HIM OUT LIKE A PINON SHELL, AND WHEN HE EMERGED FROM AN AIRPLANE ONE LATE AFTERNOON, I KNEW I WOULD ONE DAY MAKE LOVE WITH HIM. HE HAD ARRIVED IN ALBUQUERQUE TO START LIFE OVER, OR AT LEAST SIDESTEP DEATH, ON THIS HUSK OF RED EARTH, THIS NUEVO MEJICO. HIS WAS A FACE I'D SEEN IN A DREAM."

Chapter One—*Mother Tongue*



writing and spirituality through the National Writer's Voice Project.

"I believe that we write to become better persons," Martinez said. "This lays the foundation for a lifelong commitment to better writing. There are already too many words in the world. If you're not writing to become a better person, you shouldn't bother."

Born in Albuquerque, N.M., Martinez received a bachelor's degree in 1982 from Princeton University's Woodrow Wilson School of Public and International Affairs, where she was a Wilson Scholar. After college, she studied art and began writing poetry. She later covered religion for the *Albuquerque Journal* and freelanced for the *National Catholic Reporter*, an independent weekly.

When asked why she made the transition to poetry and journalism from international affairs, Martinez said that she needed to find the answers to many questions that she simply wasn't finding in her academic program.

"When I graduated from Princeton, I decided to be a poet. I hunkered down with a group of poets but realized that I had to earn a living. So I started working as a journalist."

In *Mother Tongue*, one can sense the journalist in the author in the way the story unfolds. The story includes diary and newspaper entries and is pieced together from the ordinary day-to-day stuff of life that is found in any activist's house. Much of the material for the novel was also drawn from the author's experiences through her trial. The trial involved a large number of expert witnesses about the situation in Central America, many of whom explained why church people in the United States felt compelled to aid fleeing refugees.

Martinez talks about her trial and acquittal and says that she went through all the stages of death when she was indicted.

"For a month I was in shock. What's scary to me is that there are people who would like to burn you at the stake, not for what you did or didn't do, but for who you are. It was my willingness to object to the treatment of Central American refugees that put me in the position of having to defend my integrity as a journalist."

The author believes that her gender factored into the questions about her objectivity as a journalist.

"If anyone ever questioned my objectivity, all they would have to do is read my articles. I find it interesting that the question often gets asked of women. It assumes that a woman can't have passionate ideas about spirituality and politics and be able to maintain an objective distance when it comes to reporting."

The author hopes that *Mother Tongue* will be a blessing for its readers.

"I talk of words being *remedios*, and I hope that people will read the one line, one paragraph, or one section that they most need at the moment to recover some disappeared part of themselves," Martinez said.

Martinez's first collection of poetry, *Turning*, appears in an anthology of three Chicana poets, *Three Times a Woman*. She won first place for poetry in the 14th annual Chicano Literary Contest sponsored by the University of California-Irvine in 1988. Her next book of poetry, *Milagros*, will be published in 1997, and she is currently working on her second novel, *Mexican Rubies*.

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AAUW Foundation Awards $2.6 Million for 1996-97

Largest Amount Granted in Its History

They said the competition was particularly intense this time. The candidates, more than 3,000 of them, were called exceptional.

After all the deliberations, 308 "outstanding women studying in the U.S. and abroad" received fellowships or grants of up to $25,000 from the Educational Foundation of AAUW, the American Association of University Women.

Founded in the 1880s, AAUW has a century-long history of advancing education and equity for women and girls. Today it represents 160,000 college graduates and more than 1,600 branches.

The AAUW Educational Foundation is the nation's first source of private funding for women's graduate education, and one of the largest.

One-fourth of the grants and fellowships this year went to women of color. Some awards were specifically targeted to enable women from underrepresented minority groups to pursue careers in business, medicine, and law.

"The AAUW Educational Foundation is proud of its role in empowering these women of stellar achievement to advance their career opportunities," said Foundation President Alice Ann Leidel. "The good news that women are pursuing graduate degrees in record numbers must not blind us to the reality that higher education still remains inaccessible for far too many women."

"In America, education is the road to success, but far too many women see only stop signs ahead."

Alice Ann Leidel,
President,
American Association
of University Women

In the hope of bettering the lives of women and girls throughout the world, more than 40 fellowships were earmarked for women from other countries who are studying in the United States.

"The bottom line is clear: when women are able to fulfill their potential, everyone benefits. We know that our fellowship and grant awardees are one step closer today to achieving their promise," said Leidel.

The 1996/97 awards by category were as follows:

- 66 American Fellowships to women doctoral candidates writing their dissertations and to postdoctoral scholars pursuing research;
- 43 International Fellowships for women whose studies in the U.S. will benefit women and girls in their home countries;
- 42 Selected Professions Fellowships for women in traditionally male-dominated fields;
- 73 Career Development Grants for women reentering the workforce, changing careers, or advancing their current careers;
- 57 Community Action Grants, which provide seed money to individual women and AAUW branches for projects that promote education and equity for women and girls; and
- Eleanor Roosevelt Teacher Fellowships to exemplary K-12 teachers of math, science, and technology who are committed to advancing gender equity in their classrooms and communities.

> **"Our members are proof that AAUW can and will change our society and even our world, one woman at a time."**
>
> **Alice Ann Leidel,**
> **President,**
> **American Association**
> **of University Women**

AAUW gives credit to its members for raising more than two-thirds of the $2.6 million awarded. Thanks to their aggressive fund-raising, and to corporate and foundation sponsorship, a record number of women received AAUW support.

"Our members are proof that AAUW can and will change our society and even our world, one woman at a time," continued Leidel. "In America, education is the road to success, but far too many women see only stop signs ahead. AAUW members are working tirelessly in their communities to ensure that America no longer puts the brakes on the potential of fully one-half of its citizens."

To date, AAUW Educational Foundation fellowships and grants have enabled more than 6,500 women from 100 countries to pursue postgraduate education and degrees. Those currently selected follow a long line of distinguished Foundation awardees, among them writer Susan Sontag, Duke University President Nannerl Keohane, and late NASA astronaut Judith Resnick.

For more information on the foundation and its program, AAUW welcomes calls to: (319) 337-1716 ext. 96, or visits to its home page at http://www.aauw.org.

THE AAUW EDUCATIONAL FOUNDATION FUNDS SIGNIFICANT RESEARCH ON GIRLS AND EDUCATION. THAT GROUNDBREAKING RESEARCH HAS DOCUMENTED GENDER BIAS AND SEXUAL HARASSMENT IN SCHOOLS AS WELL AS GIRLS' DECLINING SELF-ESTEEM AND INTEREST IN MATH AND SCIENCE. A RECENT STUDY, GIRLS IN THE MIDDLE: WORKING TO SUCCEED IN SCHOOL, EXAMINED ACHIEVEMENT STRATEGIES.

Hispanic-American Awardees

Miroslava Chavez
  University of California at Los Angeles
  Santa Monica, CA
  American Fellowship

Sonia Dees
  Kennesaw State College
  Marietta, GA
  Career Development Grant

Donna Dickinson
  Marymount University
  Oakton, VA
  Career Development Grant

Monica Flores
  Austin, TX
  Community Action Grant

Stephanie Maestas
  Tulane University
  New Orleans, LA
  Selected Professions Fellowship

Carla Martin
  University of Medicine & Dentistry
  Jersey City, NJ
  Selected Professions Fellowship

Maria Palafox
  University of Texas
  San Antonio, TX
  Selected Professions Fellowship

Blanch Reyna
  Lubbock, TX
  Career Development Grant

Mar Rodriguez
  University of Central Florida
  Orlando, FL
  Career Development Grant

Cristela Sifuentez
  McAllen, TX
  Community Action Grant

Dolca Thomas
  Cornell University
  New York, NY
  Selected Professions Fellowshipo

Esther Vicenta-Rivera
  University of London
  San Juan, PR
  American Fellowship

Maria Viteri
  University of Pittsburgh
  Pittsburgh, PA
  Selected Professions Fellowship

Young and Old Girls Network

National Conference for College Women Student Leaders

by Joyce Luhrs

Each spring 500 or so students gather amid the cherry blossoms of the nation's capital for three days to learn from their sisters how to prepare for and assume command. The occasion is the National Conference for College Women Student Leaders, now going into its fourteenth year.

Created 13 years ago by American Council on Education's Office of Women with the intent of getting women more interested in political leadership, the event since 1984 has been sponsored and broadened by the National Association for Women in Education.

Throughout the conference, young and mature women students gain access to women who by their offices and achievements are recognized and admired, many of them at national levels.

A 1996 keynoter was Ellen Vargyas, chief counsel of the Equal Employment Opportunity Commission, a post to which she moved after serving as senior staff attorney of the National Women's Law Center.

Each conference features, too, a Women of Distinction ceremony in which awards are granted for achievement in diverse areas, according to a former conference chair, Pam Cranston.

"The planning committee looks at what distinguishes them from other women. They are educators, business owners, athletes," she said.

A list of past honorees is indeed diverse and impressive. Antonio Novello, former U. S. Surgeon General. Marion Wright Edelman, the Children's Defense League. Isabel Carter Stewart, National Executive Director of Girls Incorporated. Johnetta Cole, President, Spelman College. Deborah J. Doxtator, Chairwoman, Oneida Tribe of Indians of Wisconsin.

The pause to honor the Women of Distinction might be the only one in the conference. Its days are filled with interactive workshops on many aspects of leadership, including those of a practical bent: how to plan an agenda, how to make an effective public presentation, how to develop a fund-raising plan, and that D.C. perennial, how to influence legislators. The tips on talking to legislators are given try-outs on the spot, says Cranston. Attendees visit their senators and representatives as part of the conference, sometimes pursuing a common topic agreed to by the conferees, for example, funding for education.

> **"I learned so much from those women."**
>
> **Carmen Villa,**
> **junior,**
> **California State University,**
> **San Marcos**

A key interest of the conveners is helping attendees translate their campus leadership skills into "real world" skills. In a workshop that prepares people for community service, students engage in team-building activities that call for an exchange of beliefs and values. Visits to nonprofits for sessions as volunteers is part of the learning experience. In 1996, two such projects entailed painting a school and serving meals in a D.C. soup kitchen.

Carmen Villa, a mature student, had several reasons for going to the national conference. She wanted to meet other women in the returning-student category to find out how they were meeting the challenges presented. She was quite impressed by a workshop by four women who had attended the U.N. Conference in Beijing, China.

"I learned so much from those women who had made it into leadership positions and were trying to help other women," she said. The awards ceremony impressed her as well, presenting "women who went through quite a bit of hardship and were now working in once male-dominated fields," she stated.

Born in Mexico, Villa emigrated to the United States when she was nine, first entering college in 1970. Now, four children later, she is a junior majoring in Spanish at the California State University-San Marcos, one who already has her eye on graduate studies.

She called the conference "energizing," both for the young students attending and for the older women like herself. "I received personal encouragement and also benefitted from seeing so many

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Hispanic Composer Chosen for Guggenheim Award

Pablo E. Furman, an assistant professor of music at San Jose State University, is one of 30 artists, scholars, and scientists selected from a pool of 297 applicants for the Guggenheim Memorial Foundation's Latin American and Caribbean Fellowship program.

Furman will use the cash award of $27,000 to support the composition of a piece for chamber ensemble and computer-generated sounds. He already has published and premiered a number of works incorporating electronic sounds; his "Music for Alto Saxophone and Electronic Sounds" was performed at the International Computer Music Conference in Hong Kong in August. He has composed a number of pieces for live instruments and electronics, as well as several works for various ensembles and orchestra. His second CD was released this fall.

"Pablo Furman is an outstanding composer and teacher," said Theodore Lucas, director of the SJSU School of Music and Dance. "It was just a matter of time before he received the national recognition he so well deserves. We're proud to have him as a member of our faculty."

Furman teaches composition, music theory, and electro-acoustic music at SJSU. He sees a vibrant symbiosis between his teaching and his creative activity. "Students often come to me with questions or problems in composition. As we work on solutions, I might stumble onto a new idea for my own work. It's an exciting process."

Furman says that when he is involved in creating and performing a new work, it "generates an enthusiasm to share my efforts—first, of course, with my students. If I am not involved in a creative project, my contribution to students grows stale. It's like being in a wasteland, without anything of substance to offer."

Furman exposes his students to a wide range of music and encourages them to be candid about their reactions to a work. "Some might like it, some might dislike it," he says smiling, "but I always challenge them to articulate their ideas about a work and give a rationale for their preferences and aesthetic values."

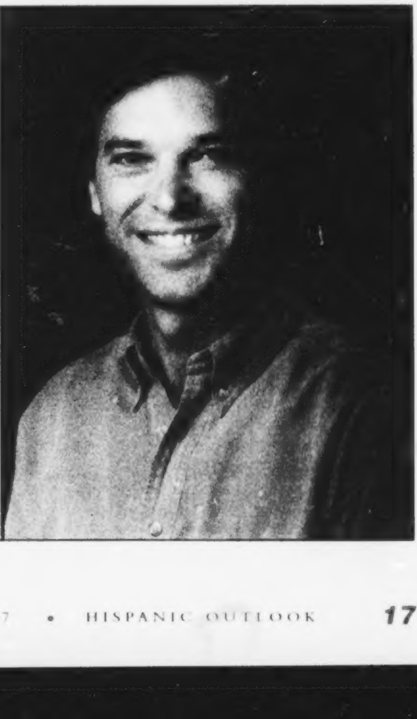
Before coming to SJSU in 1989, Furman taught at UC-Berkeley and UCLA. He has previously been awarded two California State University fellowships and an SJSU grant to compose and conduct research. In 1988, he was a guest composer at Stanford University's Computer Center for Research in Musical Acoustics.

Furman completed his formal studies at UCLA, where he earned his B.A. in music and his M.A. and Ph.D. in composition. He also studied at the Conservatorio Julian Aguirre, in Buenos Aires, Argentina.

The Guggenheim Fellowships are awarded to individuals who have already demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts and who are citizens or permanent residents of Latin America or the Caribbean. Selection is made by consultation with distinguished scholars and artists regarding the accomplishments and promise of the applicants.

"As we [the students and I] work on solutions, I might stumble onto a new idea for my own work. It's an exciting process."

Pablo Furman,
assistant professor of music,
San Jose State University



Diversity Scholar Lands Job Pronto with New MBA

Things are happening for Isabel Gonzales, a 28-year-old Latina from La Puente, Calif., a small San Gabriel Valley town.

Late last summer, she was in Boston working at the MAC World Expo, exhibiting a new Datalink™ 33.6 Kbps fax/modem PC card.

Just weeks before that, she landed her job as marketing and communications manager for ActionTec, a company in Sunnyvale that manufactures and markets PCMCIA technology, emphasizing mobile computing and communications tools.

A month before that she graduated from San Francisco State University (SFSU) with an MBA in marketing.

While at San Francisco State, Gonzales was one of a growing number of the College of Business' Diversity Scholars, of whom there were 22 last year. Now in its third year, the Diversity Scholarship Program has raised $300,000 from Bay Area businesses and provides eligible minority business students with scholarships of $1,400 for the academic year.

"I've come to learn that the American way of doing things is not the only way."

Isabel Gonzales,
graduate,
San Francisco State University

The program is open to African-American, Native American, Latino, and Pacific Islander students majoring in business at the college. Among its goals is to increase and support the enrollment of students from these groups in the College of Business, where they currently account for less than 12 percent of the 5,500 students typically attending its undergraduate and graduate programs.

Gonzalez says that she learned at San Francisco State that diversity has a financial and established value. "It's one of the greatest strengths of the university," she says. "SF State provides a well-integrated environment where students can interact and learn from each other."

For Gonzales, these sentiments take on real meaning. Her employer, ActionTec, is owned and directed by Taiwanese, and her co-workers are of diverse racial backgrounds. "I've come to understand that the American way of doing things is not the only way," she says. "And the diverse environment I experienced at San Francisco State enabled me to come to ActionTec and begin to work accepting the new culture I encountered, rather than struggling with it." She acknowledges that her work environment might have made a more sheltered employee less likely to feel comfortable on the job.

"We're finding and training talented candidates for the Bay Area workforce who reflect the region's diversity."

Art Wallace,
dean,
SFSU College of Business

"It's smart business," says College of Business Dean Art Wallace, about the Diversity Scholarship Program, which he started three years ago. "Separate from the debate raging about affirmative action, programs like this just make sense," says Wallace, one of only a few African-American business deans nationwide. Corporations, he maintains, have a self-interest in making the workforce reflect the area's population.

Supporters of the scholarship program include Bay Area corporations such as Bank of America, The Gap, Transamerica, the Charles Schwab Corporation, Chevron, Levi Strauss, Pacific Gas and Electric, McKesson, and Bechtel.

Gonzales describes her work environment at ActionTec as fast paced, where lots is expected from her. "There are no free rides," she says. "It is a start-up company and roles are not very defined, so there is a lot of room for putting that definition in place, and also for learning. I think I am getting opportunities here that I wouldn't in a more corporate setting." Gonzales says that on the job, she draws from her experience in multi-tasking while at SFSU's College of Business, where she integrated her graduate studies with working at San Francisco's Versatrac, worked as a graduate assistant in the College, and served as an officer of the campus Graduate Business Association and as director of the Business Volunteers for the Arts in Marin County.

Gonzales has high praise for Dean Wallace, "a person of color who has achieved a great deal and who has in turn seen to it that other people get opportunities to excel." She gives him credit, too, for inspiring his entire staff to offer encouragement and support. And while she is passing around her praise, she doesn't forget her parents. "Higher education was always a goal of my parents for me. I can't thank them enough for making it a value for my life."

This year's Diversity Scholars include 17 young women and five young men, representing the growing trend of an increasing number of women entering the business arena. Among the group, 14 are African-Americans, two are from Central or South America, four are Latinos, and two are Pacific Islanders. One of the recipients is a 16-year-old African-American woman who is transferring from Ohlone College after completing the associate's degree business major program there with a 3.6 GPA. Another is an African-American woman who is a single parent with three children, and one is a Mexican American woman who is a single parent with two children.

"We want to make the message clear to all Bay Area companies that we're finding and training talented candidates for the Bay Area workforce who reflect the region's diversity," says Wallace. This is something we can do for business. But we want and need business' help in supporting this effort.

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young women just starting their educational career and women with so many backgrounds." One recommendation she made for future conferences was the inclusion of "more interaction for returning students" and guidance on how they could be encouraged and enabled to continue.

Danielle Brooks, a senior, was part of an eight-member delegation from the University of Maryland at College Park. A self-supporting student, she has worked her way through college for the past seven years. She learned of the conference through a local student leadership group on campus.

Brooks attended the conference with scholarship assistance from the college and came away, she said, with improved skills. "I definitely learned how to network," she said. "I learned to speak to people about what I want to do and to talk about my experiences without feeling bashful. The biggest thing I learned is that it's not a negative thing trying to sell yourself. I learned how to market my experiences so that potential employers…realize that I might be an asset to their business."

A minority member, Brooks found the workshop on African-American and white women talking together particularly enlightening. "The fact is that once you see someone, you pretty much sum up their experiences by their race, but you can get past those prejudices…and speak to them as individuals," she said.

Most beneficial to her, she said, was a workshop on how to effect leadership skills and take care of yourself by delegating authority. In speaking with a woman attending Mills College, she discovered that her own skills were not as strong as those of a woman attending an all-female institution.

"I don't think my leadership skills are as good going to a co-ed institution. As vice president of the ACLU on campus, I have a hard time telling the male president what I want to do. I need to be more assertive, period, as a woman." On graduation, Brooks plans to go directly to law school.

> ***"I need to be more assertive, period, as a woman."***
>
> **Danielle Brooks,**
> **University of Maryland,**
> **College Park**

She feels the conference is one that "every woman regardless of race should attend. The benefits transcend race."

According to Pam Cranston, one requirement for attendance is that "the student must be a leader on her campus, perhaps an officer of a student organization, or head of an athletic team, or women's organization, or sorority."

Each college has its own selection process. "Some students are selected by their colleges to attend. Some colleges will support everyone who wants to go. Sometimes students pay for it," explained Cranston. "For students with limited funds, scholarship assistance might be available."

Hopwood Decision Patricia Gándara Minority Teachers FIU Performing Arts Center

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THE HISPANIC Outlook IN HIGHER EDUCATION

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The Miami String Quartet, in residence at Florida International University
Photo by Jo Winstead

Mixed Response to National Commission Report on Teacher Education Programs

by Ines Pinto Alicea

A major report on teacher education programs, *What Matters Most: Teaching for America's Future*, should have taken a stronger stand on the need to recruit minority educators and offered more strategies on how to do that, said several Latino education advocates.

"A lot of people have been saying that we need more minority teachers, but they don't offer the paths to follow to acquire more minority teachers," said Morgan Appel, senior research associate at the Tomas Rivera Institute, a Latino public policy institute in Claremont, Calif.

The report was based on a two-year study of practices in colleges, schools, and states that hinder children's learning. The National Commission on Teaching and America's Future, a 26-member panel of educators and state officials, conducted the study with funds from the Rockefeller Foundation and the Carnegie Corporation. The study was designed to help develop policies and practices to foster powerful teaching and learning in all of the nation's schools.

"Across the nation there is a critical need for many more teachers who reflect the racial and cultural mix of students in schools," said the report. "Yet many school districts do little to recruit teachers or to keep good ones in the profession. They treat teachers like easily replaceable, interchangeable cogs in a wheel, meeting most of their personnel needs with last-minute scrambles to put warm bodies in classrooms."

Delores Escobar is dean of the College of Education at San Jose State University in California, a member of the commission, and past president of the board of directors of the Washington-based American Association of Colleges for Teacher Education, which endorsed the commission's recommendations. Escobar said she personally had hoped that the commission would have taken a stronger position with regard to recruiting minorities into teaching, but that the commission decided to focus on emphasizing the need for standards. Many of the commission's recommendations will be implemented in seven states initially, she said, so the message of the report had to be "broader."

"One could say that the report should have had more of this or more of that," Escobar said. "But the report was intended to be comprehensive, so there isn't a complete treatment" of all issues.

David Haselkorn, president of Recruiting New Teachers, Inc., said that he, too, would have liked more emphasis on boosting the numbers of minority teachers but felt that the report was important because it "recentered the debate on school reform on teacher quality." Recruiting New Teachers is a nonprofit organization formed to raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment and development policies and practices. "We should embrace the report," Haselkorn said. "It's a very strong banner for all of the work we do."

The report said that teacher training programs must undergo a "complete overhaul" if school reform is to succeed and that, despite improvements in some schools in recent years, high-quality programs "are still too few and far between." Between 1987 and 1991, the proportion of well-qualified new teachers—those who had a college degree with a major or minor in teaching and a license in their fields—actually declined from 74 percent to 67 percent, the report said.

"Teacher preparation is often inadequate, whether for the second grade teacher—often expected to be a jack-of-all-trades with little in-depth subject matter knowledge—or for the eleventh grade chemistry teacher, prepared with inadequate teaching skills for the challenges posed by higher standards, changing technologies, and a more diverse student body," the report said.

The report recommended that by 2006, all colleges of education meet the standards of the National Council for Accreditation of Teacher Education. Only 500 of the nation's 1,200 teacher training programs have met those standards, per the report.

Marilyn C. Kameen, associate dean for teacher education and student affairs at the University of Texas at Austin, said her university withdrew from the accreditation council in 1990 because the process became too cumbersome and costly. She said her university has joined other teacher education programs in a partnership program that requires its university members to provide students teachers with "intensive experience in the field over a longer period of time" and a lot more collaboration between college faculty and practitioners to better prepare students for the field.

"A lot of the criticisms about teacher education programs are true, but I've seen a lot of changes in the last five to six years that have turned the tide," Kameen said.

Appel, who specializes in teacher training and development, agrees, saying teacher education and education in general are undergoing a transformation of taking more positive steps to address the diverse populations in our nation's schools. More colleges, for example, are reaching out to Future Teacher Clubs at high schools and joining forces with high schools that have launched "grow your own" teacher initiatives. The colleges are also providing teacher education students with more internships at schools with diverse populations.

"Many teacher education programs are making a lot of effort to go out and find prospective minority teachers and stimulate interest in the teaching profession," Appel said.

The report also urged colleges to make teacher education a five-year program, with four years of study in a particular discipline followed by a year of field work in the schools. Many four-year programs in teacher education leave too little time for students to learn their subject matter, child development, learning theories, and teaching strategies, the report said.

"I'm not sure that in four or five years, we can prepare master teachers who have all the skills to deal with all that they will have to face in the schools," said Kameen, adding, however, that her university already requires students who plan to teach at the secondary level to undergo five years of undergraduate coursework. "Where we stop, they can continue with professional development."

But the report said that most school districts invest little in professional development for teachers. The schools "spend much of these limited resources on unproductive 'hit-and-run' workshops," the report said. "Furthermore, most U.S. teachers have only three to five hours each week for planning. This leaves them with almost no regular time to consult together or learn about new teaching strategies."

The report also called for linking more closely the training, licensing, and professional development of teachers. Several organizations, including the accrediting council, already have developed standards to assess the quality of teachers at different stages in their careers.

Kameen supported the idea of national standards for the training, licensing, and professional development of teachers, while Appel said he was concerned about such an effort.

"We're trying to respond to so many masters that coordination would be better," Kameen said.

"Standards are important," Appel said. "But they shouldn't serve as a gatekeeper to lock people out of the profession. If national standards represent the needs of all kids, then they are appropriate."

By 1998, the nation's schools will enroll 52 million children, the most ever, the report said. And nearly one-third of those students will be members of minority groups. Yet minorities are only 13 percent of the nation's teaching force. But schools will have an opportunity to change the composition and the quality of the teaching force over the next 10 years: they will need to hire more than two million new teachers to handle the enrollment increases, to replace an aging work force, and to counter attrition.

While the report is critical of teacher preparation colleges, it is more skeptical of alternative programs that offer teacher training to college graduates whose degrees are in other fields. Desperate for teachers, many school districts recruit from these programs and hire people who do not have state teaching certificates. About 12 percent of all newly hired "teachers" have no formal training in teacher education, the report said.

"Student learning in this country will improve only when we focus our efforts on improving teaching," the report said.

Appel said, however, that many alternative programs to bring teachers into the profession are beneficial and they have been successful in recruiting a lot of minority teachers, particularly Latinos. "Alternative licensing doesn't necessarily mean completely unprepared," Appel said.

The need for more Latino teachers is acute because more Latino role models in the schools can help stem the growing high school drop-out rate in the Latino community, said several Latino education advocates.

"As a consequence of not understanding their students' native language, culture, and socioeconomic realities, many teachers have low expectations for their Hispanic students, which contributes, as does the lack of Hispanic staff, to attrition," wrote the President's Advisory Commission on Educational Excellence for Hispanic Americans in its recent report, *Our Nation on the Fault Line: Hispanic American Education.*

The Tomas Rivera Institute has a practical approach to minority recruitment. It sponsors a public service announcement advertising a toll-free telephone number, 1-888-34 TEACH. Latinos in California and Texas can call to get a brochure on what steps they must follow to become teachers. Appel predicts that with more Latinos at the front of the classroom, Latinos children "will see that we can all do it and that being a teacher is not a pipedream."

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No Consensus on Hopwood Solutions

Educators and Legislators Agree only to Work Together

by Amelia Duggan

"The recent rulings and decisions of the 5th U.S. Circuit Court and the U.S. Supreme Court concerning affirmative action in higher education have created serious challenges to the recruitment, admissions, financial support, and retention activities of our universities and community colleges," said Ray M. Bowen, president of Texas A&M University, at a recent conference addressing the issues of the Hopwood decision.

The conference, entitled "Shaping Higher Education Policy: Hopwood Challenges for Texas and the Nation," was initiated out of concern that the federal court rulings will adversely affect the ability of colleges and universities in Texas to continue to attract African-American and Hispanic students. The rulings now prohibit public colleges and universities in Texas, Louisiana, and Mississippi from considering race in admissions and financial aid decisions.

Hosted by Texas A&M University, the conference brought together educational leaders from more than 25 colleges and universities in the state in an effort to plan a response to the consequences of the reverse affirmative action Hopwood case.

Although most of the participants at the conference agreed that the Hopwood decision was a mistake, they were not in agreement as to how best to approach the problem. Remedies ranged from ignoring the decision to instigating another court suit aimed at clarifying the original ruling to putting all race-based scholarships into the hands of a private foundation.

Douglas Laycock, associate dean of the University of Texas School of Law, was among those who advocated instigating a test case that would force the court to clarify the meaning of its ruling.

"A further test case is a necessity. We need a volunteer. People have to stick their necks out and litigate this again," said Laycock.

Laycock went on to say that he didn't think the political system can have it both ways. He believes that affirmative action cannot be abolished at higher levels while nothing is done about how it functions in minority communities at the lower levels of education. He continued by saying, "We can't run institutions of higher education that are all-white and expect to have them be legitimate public institutions."

Laycock also took issue with a proposal to organize a privately funded and operated foundation that would administer financial aid to minority students at Texas public colleges and universities, saying that it would not be good public relations to turn to the private sector in order to exercise racial preferences.

"We can't run institutions of higher education that are all-white and expect to have them be legitimate public institutions."

Douglas Laycock,
associate dean,
University of Texas School of Law

Kenneth Ashworth, Texas Higher Education Coordination Board commissioner, argued that the Supreme Court has placed Texas on a very uneven playing field.

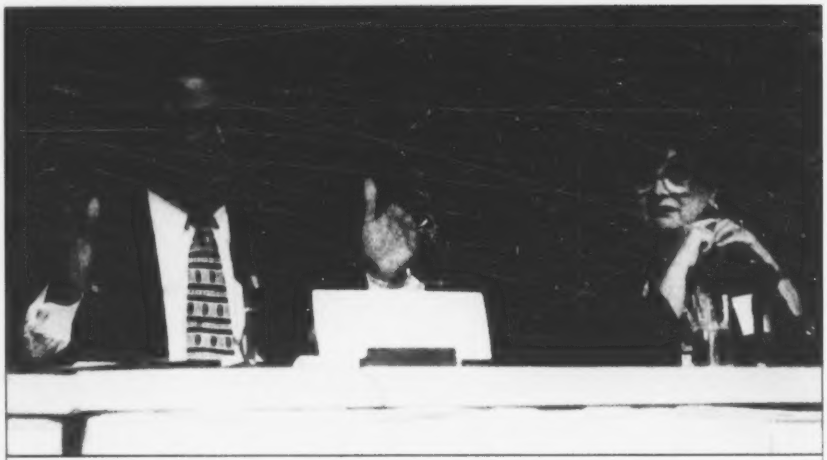
"Any out-of-state college or university can raid Texas institutions and high schools by providing preferential admission based on race and ethnicity. The very best minority students, those whom we hope to retain in the state of Texas, could be stripped away while our universities' hands are tied."

However, the 5th Circuit Court maintained that diversity was not a compelling state interest and that racial climate was irrelevant. The court said general societal discrimination did not justify an affirmative action plan at the University of Texas.

Jay Aguilar, an assistant attorney general of Texas who has worked with the Hopwood case from the beginning, discussed the legal implications of the case and how it was handled by the lawyers.

"I agree that the decision in Hopwood has hurt this state's higher education institutions, but it has also presented a real challenge," Aguilar said.

"We need to redouble our efforts in identifying those students who would be admitted under affirmative action programs by looking at other factors, such as socioeconomic status. That takes



Texas State Senator Royce West (left) and Representative Irma Rangel

more time, more effort, but Texas demands we make that effort."

Norma Cantu, assistant secretary in the Office of Civil Rights in the U.S. Department of Education, said the Hopwood case and the Supreme Court's refusal to hear the case have placed a greater burden on universities trying to maintain diverse student populations.

In the past, she said, the Supreme Court has vigorously upheld affirmative action. The court's refusal to hear Hopwood has let the 5th Circuit Court's ruling stand, outlawing affirmative action programs at public universities in Texas, Louisiana, and Mississippi.

Cantu said the Supreme Court has, in effect, said two different things—affirmative action programs are legal in all 50 states, except those states in the Fifth Circuit. Louisiana and Mississippi, she added, are already under court orders that lessen the effect of the decision.

"What we're left with is a situation where we have to tolerate incongruity," she said. "Our challenge is to sort out what is the kernel of truth here and what is extraneous information that they included in these decisions."

Robert Berdahl, president of the University of Texas at Austin, believes it is important that students be educated in a diverse environment and that this interest becomes more compelling as the population changes.

He said that in the next 30 years, Texas' Hispanic population is expected to grow from 36 percent to 47 percent, but only a small percentage of college degrees are awarded to Hispanics.

"When one thinks that Hispanics will make up 47 percent of the population but are only receiving 9.9 percent of the college degrees, Texas will be a much less educated population 30 years from today," Berdahl said.

Outreach programs to recruit minority students were considered critical to maintaining diversity despite the Hopwood ruling.

Sen. Teel Bivins, chair of the Texas Senate Education Committee, said that it was his goal to do what can be done to increase enrollment and graduation rates for minority students.

"Hopwood ended the use of quotas and racial preferences, not affirmative action. Institutions, the legislature, and the private sector need to get involved and help come up with the solutions."

It was suggested at the conference that colleges and universities consider automatic enrollment for high school students in the top 10-15 percent of their classes and consider scholarship opportunities through the private sector as ways of stemming the effects of Hopwood. In addition, it was agreed that Texas needs a bipartisan effort to develop a plan that will be in the best interests of the state.

"In a new draft of a proposal to deal with Hopwood, we need to look at the greater problem, not just the current one," said Sen. Gonzalo Barrientos, chair of the Texas Senate Legislative and Congressional Redistricting Committee.

"In order to do that, I propose that we begin balancing the objective admission policy, promote access and diversity to universities, re-evaluate the minimum requirements, look for extra funding, re-examine scholarships, and look for grants for minorities."

Terrence Gee, associate partner with Andersen Consulting, one of the nation's largest consulting firms, said that Texas colleges and universities face the possibility that business and industry will go elsewhere seeking future employees if diversity is not maintained on the state's campuses.

Gee said Hopwood could have a significant impact on job placement and employment in Texas if, as many have predicted, minority enrollment in Texas schools suffers as a result of the decision. As a diversified workforce becomes critical to more and more businesses, he predicted, firms like his will go where

Senator Teel Bivins

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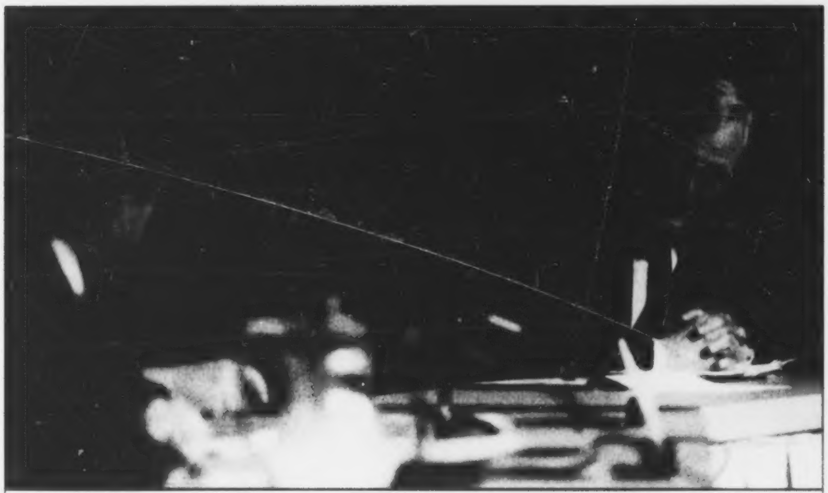

Texas A&M president Ray M. Bowen (right), moderating a panel discussion, responds to Assistant Attorney General Jay Aguilar

they can find both talent and diversity. If minority enrollments at Texas schools decrease, firms will be looking outside Texas and outside traditional university settings for employment candidates.

"It requires a diverse set of people, ideas, and experience to consistently come up with creative solutions. We feel very strongly that having a diverse workforce, in its many dimensions, helps us to achieve that end."

Gee urged Texans—those in colleges and universities, the legislature, and state government—to help all students get positioned for success.

"All eyes are now on you, waiting to see how you, collectively, as a legislative body and as educators, will respond."

Barry Thompson, chancellor of the Texas A&M University System, emphasized that any solution must focus on keeping open the opportunity for education for all students.

"Whatever we do, we need to do it because it's right," Thompson said.

Bowen reinforced the call that everyone concerned with higher education must work together to find a way to accomplish the goal of maintaining diverse student bodies at Texas' public universities.

"We are looking for someone to blame," Bowen said. "It's a waste of time to blame someone. We've got to work together."

This report was filed in cooperation with the Texas A&M University Office of University Relations.

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ANALYSIS

Getting out of the Barrio

A Psychologist Speaks about Those Who Beat the Odds

by Amalia Duarte

As a school psychologist in a low-income minority district, Patricia Gándara saw many Hispanic children who were in serious trouble. Occasionally, out of that same destitute environment, she saw a child succeeding in school.

She met parents with little formal education who were dedicated to learning. She met students burdened with lots of responsibility at home who were nonetheless conscientious at all times about completing their homework.

Intrigued about why some "at-risk" students bloomed while others withered, Gándara took a closer look at these success stories and reports the results of her study, *Over the Ivy Walls: The Educational Mobility of Low-Income Chicanos* (State University of New York Press, 1995).

Gándara studied 50 Mexican American men and women who achieved an advanced degree—a Ph.D., J.D., or M.D.—at a highly regarded U.S. university despite the fact that none of their parents had completed high school. These were Chicanos born in the late 1940s and early '50s who earned their degrees in the '60s and early '70s. They shared a background acknowledged to predict failure in school: poverty, low levels of parental education, large families, and limited exposure to English at home. Yet when Gándara, who is now an associate professor of education at the University of California at Davis, scratched the surface, she found a fertile home environment. Some of the striking commonalities among the sample group point to what can be done to help at-risk youngsters and their families.

HO: Why did you focus on success stories?

Gándara: I got so tired of the focus on how Latinos don't make it and the problems out there and all the barriers. There are people out there who make it, and I wanted to know why. I am more of a solution-oriented person.

HO: Why focus exclusively on Chicanos versus other Hispanic subgroups, and why study only such high achievers?

Gándara: I am a Chicana. It's something I know. It's the context I grew up in and the world around me. The results would have been very different, say, for Cubans in Miami, who have been quite successful in higher education and economically. Much of that comes from a different historical experience, and socioeconomically it's a very different situation. I've been criticized for being too elitist in my sample, but I chose those who got advanced degrees because I wanted there to be no question that these people were indeed successful.

HO: What were some of the common threads in these people's lives that helped them succeed in school?

Gándara: These parents, who had very little formal education, most only a few years of school, had a much higher level of literacy than we expected. Half of the subjects reported that at least one parent was an avid reader. And some had encyclopedia sets in the home or a book collection even though they were poor. Other parents subscribed to magazines or owned dictionaries. Yet these parents were not involved in the schools. So, while teachers might think the parents don't care because they don't participate, obviously this wasn't the case.

HO: What else was different about the parents?

Gándara: There were very strong mothers in these families. Many of the mothers were out in the workforce. They had a lot of influence. Under the velvet gloves, they were great wielders of power and helped build high aspirations for their children.

"There are people out there who make it, and I wanted to know why."

Patricia Gándara,
associate professor of education,
University of California at Davis.

HO: What was the most startling finding?

Gándara: The subjects almost across the board reported hearing from their parents stories of lost fortunes or some type of myth of a golden past. There was a strong belief that they had come from educated people and had status and prestige back in Mexico. These family stories or legends were a surprise. It wasn't something we asked about; it was volunteered. These stories might not have been true, but the message was every bit as strong. This was clearly a theme in these people's lives. It was a real compass, and it helped them see where they came from and where they might be going.

HO: Many of these people came from large families. Does this implode the stereotype that large family size is detrimental?

Gándara: Smaller family size is supposed to yield higher achievement. But this is based on a white, middle-class construct. Maybe that's not the case for all cultures. Siblings can be a resource to each other.

HO: All of these children attended predominantly white schools although they lived in minority neighborhoods. How did this come about?

Gándara: Again, this points to the parents' making efforts and decisions to ensure their children would go to a better school, which meant a desegregated school. Some moved to a different part of town or to a different community altogether. Going to school in a mixed group provided them with a benchmark to measure their own success. It also provided them with the knowledge and the resources to work the system. For example, one woman was in the school band and found out her white bandmates were reading different books than she was.

HO: So should we, through vouchers, for example, give Latino parents more choice about where they send their children to school?

Gándara: That's not an easy question. I am a big proponent of desegregated schools. But it's nearly impossible to desegregate in many urban environments, and I don't turn my back on all-minority academies. I think it's really important to have multicultural experiences. Maybe a way to do that is through summer programs. The desegregated environment was important academically, yet this group also maintained a peer group of Latinos. They moved between two cultures quite successfully.

HO: Many of these people were barred from a college-prep track in high school despite having the credentials. What does that say about tracking?

Gándara: There's a real dilemma here because eventually all of these kids were put on an upper track, and that led to their success. These people were the beneficiaries of tracking. It cocooned them. They were treated as though they were going someplace. But on balance, they had to fight their way into it. Do most kids suffer as a result of tracking? Yes.

HO: It seemed that most often school counselors were to blame for placing them in lower tracks because they were of Mexican descent. Do you think it's any better today?

Gándara: I've heard these stories and witnessed this. Is it better today? Well, the Republicans just tried to win California by putting blatantly anti-Mexican ads on the air. I think it's worse.

HO: Most of these people were light-skinned and might not have been taken for being Mexican American. Do you think that was a coincidence?

Gándara: I didn't find this out until I met them. And no, I think it's a reality. It's a huge advantage in all of society in general to be lighter skinned. The other side to this, however, is that the Mexican culture is not without its own skin-color problem. There are certain advantages accrued to people who are lighter skinned.

HO: This group succeeded without the benefit of bilingual education even though some spoke no English upon starting school. Does this say anything about the efficacy of bilingual education?

Gándara: The one thing to remember is that these are the ones who survived without it. But strong literacy was a major factor in their success. So I would say if the child speaks Spanish, then build on it. I'm tired of people saying that if you're not literate in English, you're not literate.

HO: What can schools do to reach out to these parents?

Gándara: One of the big things that schools can do is simply to support parents. Schools talk about parents supporting schools. But what about schools supporting parents? Schools need to take advantage of what parents already have rather than inducing them to adopt things that the schools think are important. These kids came from very poor homes, but, in fact, they offered a lot of resources. For example, schools can bring parents together to help parents solve problems. When you bring Spanish-speaking parents together, wonderful things happen. They need those kinds of opportunities and the support of the schools. Also, schools should promote literacy, whether it's in Spanish or English. For decades, we've had schools admonishing parents for not speaking English. But literacy in any language is good and should be reinforced.

HO: Any other suggestions?

Gándara: We should be cautious about making decisions too early about who is going to be high potential. About 20 percent of this sample would have been written off as not having much potential. We have to raise expectations and provide opportunities. If you give students the chance, they'll succeed.

Expanding the Pool of Minority Teachers

Promoting from within the Classroom

by Gary Stern

To attract talented minority candidates into teaching, educators dive into many pools. They recruit among the military. They interview business people making mid-life career changes. They pursue retirees. But they might be overlooking one obvious place: the classroom.

Recruiting New Teachers (RNT), a nonprofit organization based in Belmont, Mass., reviewed 150 collegiate educational programs that trained more than 9,000 paraprofessionals. They found that 77 percent of the paraprofessionals are members of minority groups. Moreover, many minority paraprofessionals specialize in English as a Second Language (ESL) and Special Education, areas where teachers are needed most.

The half-million paraprofessionals (or "paras," for short) in the country create a "rich and diverse pool of potential teachers," said David Haselkorn, RNT's executive director.

Minority paraprofessionals are ripe to be trained as full-time teachers, in his view. Many paraprofessionals or teacher aides have 10 years or more of classroom training, are committed to education, live in proximity to the school, hail from similar backgrounds as most urban students, and are highly motivated, notes Haselkorn.

Recruiting minority paraprofessionals, he says, does not entail "sacrificing quality or providing alternative certification shortcuts. These paraprofessionals meet or exceed teaching licensure requirements," he says. But in order to attract them, there are obstacles that must be overcome, among them, how to provide affordable programs and how to conduct advanced classes within the constraints of their work lives.

Many states require internships or student teaching experience for teacher certification. Most paras cannot forego their salaries. It is impossible for them to take time off from full-time work to meet requirements. The price of college courses can be too high for paraprofessionals, whose incomes are often less than half those of most teachers. Many paraprofessionals, Haselkorn notes, are single parents and female. Haselkorn also notes that 40 percent of all instructors in bilingual education are teacher aides. Moreover, Haselkorn added that "Attitudinally, many paras come from low-income or disadvantaged homes. They need to break the invisible ceiling of perception." The role of full-time teacher means assuming much more responsibility.

After studying programs that trained paras to become certified full-time teachers, RNT determined that the most effective programs give credit for life and work experience, offer classes at nontraditional hours, provide support and counseling, and develop solidarity and community support by organizing classes into groups of 25 to 30 paraprofessionals. Successful programs, cited Haselkorn, "created a community of paraeducators and formed study and advisement groups, incorporating portfolio work and performance-based assessment."

Kean College of New Jersey is one school that has been successful at training paras to become full-time teachers. Its two programs, Project Teach, funded by the Department of Education, and Pathways, funded by the Dewitt-Wallace Reader's Digest Foundation, train about 100 every year, half of whom are Latinos and half African Americans.

"The major obstacle that prevents paras from returning to school is financial," explained Dr. Ana Maria Schuhmann, dean of Kean's School of Education and overseer of the two programs. Most paras earn a working-class salary, she finds, and are therefore not eligible for financial aid. Supported by grants, the programs pay for each paraprofessional's tuition and fees, provide a $250 book allowance, and offer free childcare

> ***"If we can strengthen career ladders into teaching, the paraeducator pool is one of the most promising to draw on."***
>
> **David Haselkorn,**
> **executive director,**
> **Recruiting New Teachers**

"Most who graduate from our program are mature teachers when they begin."

Dr. Reynaldo Baca,
director,
Latino Teacher Project,
University of Southern California

services at the school until 9 p.m. Paras continue to work at their respective schools and can fulfill their student teaching or internship assignments without forgoing any pay.

Having lowered the financial hurdle, Project Teach and Pathways also provide mentors for each para, another key ingredient in the programs' success. Twelve Latino teachers at Kean College work closely with paras, providing support and academic advisement. Mentors have learned to work with the para's family, too. For some paras, becoming a full-fledged professional and advancing from the ranks of paraprofessionals can be a threat to other family members, noted Schuhmann.

A similar program on the West Coast, The Latino Teacher Project (LTP), was launched in 1991-92 at the University of Southern California and now enrolls about 35 paras a year, 99 percent of whom are Latino and are training to be full-time ESL or bilingual teachers. California, reported the project director, Dr. Reynaldo Baca, needs about 30,000 bilingual or ESL teachers and is currently graduating about 600 a year. Students in the LTP attend either the University of Southern California, California State University, or Loyola Marymount.

Paraprofessionals enrolled in the Latino Teacher Project receive a financial package that covers most tuition and fees to study part time, funded by grants from the U.S. Department of Education, Office of Post Secondary Education, and the Ford Foundation. Most paras take four to seven years to complete the courses part time.

The Latino Teacher Project has researched and identified 37 schools in the Los Angeles area that it has believes to have enough mentors and enough experienced faculty to train future minority teachers. Those schools select paras to attend the Latino Teacher Project. At each school a faculty member receives a modest stipend to serve as the para's mentor, advisor, and confidant, said Baca. "The faculty member is there on site, so the para does not have to wait to make an appointment," he said. The faculty member and para are encouraged to attend conferences together to enhance professionalism.

Since 93 percent of paras who enter the program graduate, Latino Teacher Project has been successful at certifying about 35 Latinos a year to become full-time teachers. "Anecdotally, reports from principals tell us that most who graduate from our program are mature teachers when they begin," noted Baca. Were the necessary funding in place, California could benefit from 10 programs replicating Latino Teacher Project, the program's director suggested.

Because of the dire need for Spanish-speaking bilingual special education teachers, Northeastern Illinois University in Chicago developed two programs, Preparing Bilingual Teacher Aides as Special Educators and Minority Personnel Preparation Project for Bilingual Special Education. Funded by the Department of Education's Office of Special Education and Rehabilitation, the programs provide free tuition for about 15 students a year. To help them deal with academic and social issues, students collaborate with mentors. "Paras require one-on-one attention and gain support from peer groups," said Dr. Rita Brusca-Vega, project director of the two programs.

Of the more than 9,000 paraprofessionals trained in 150 college education programs, 77 percent were members of minority groups.

Reported by
Recruiting New Teachers

In order for paraprofessional certification programs to be effective, colleges must do a better job of articulation concerning the transfer of credits from community to four-year colleges; provide earlier and better academic counseling, particularly on the community college level; and ensure that paras do not wind up in dead-end courses. Flexible hours and granting credit for life experience boost the chances of paras succeeding at career pathway programs. "There is not one program for every para," said Haselkorn, so academic advisement connecting the para to the right program is essential.

Critics contend that some paraprofessionals are not teacher material. Schuhmann of Kean College disagrees. "Teaching is a profession that can be learned. Give this person an opportunity to watch and observe master teachers. Not everyone will become a teacher, but at least give them an opportunity."

"There are no magic bullets in teacher diversity," Haselkorn concluded. "If we can strengthen career ladders into teaching, the paraeducator pool is one of the most promising pools to draw on."

Performing Arts Center Opens at Florida International University

Debuts with Week-long Festival

by Roger Deitz

Continuum, a modern music group the *New York Times* has called "the world's finest contemporary ensemble," is one of several in residence this year at Florida International University (FIU), which recently put finishing touches on its new $14.5 million concert theater.

The Herbert and Nicole Wertheim Performing Arts Center is the first major cultural center in west Dade County. The state-of-the-art complex houses a 600-seat concert hall and a 250-seat theater with a proscenium that provides space for theater and dance productions as well as an orchestra pit for operas and musicals. The complex also boasts a 150-seat recital hall, student practice rooms, and offices.

The university celebrated the opening of the center with an inaugural Festival of the Performing Arts. The program of classical music, blues, and jazz was an ambitious and eclectic undertaking featuring seven days of concerts.

Maestro Carlos Piantini led a salute to Gershwin. The Miami String Quartet performed a composition by FIU music department chairman Fredrick Kaufman. Russian cellist Mark Drobinsky performed Kaufman's new work, "Kaddish."

The roster of internationally renowned artists also included Grammy-winning trumpeter Arturo Sandoval, flutist Nestor Torres, pianist Susan Starr (winner of the Tchaikovsky Award), clarinetist Eddie Daniels, Metropolitan Opera diva Marvis Martin, baritone Gregory Rahming, and violinist Robert Davidovich.

A creative team from Walt Disney Entertainment Arts designed the opening night fireworks extravaganza. Disney's Epcot Center lent its colorful Mariachi Players from the Mexican Pavilion to the closing Arturo Sandoval concert, a benefit for the FIU Music Scholarship Fund.

Many of the festival musicians are artists-in-residence at FIU, instructing students, holding master classes, and working with musical groups throughout the school year. These include the Miami String Quartet, Carlos Piantini, Sandoval, Starr, and the six Juilliard faculty members who comprise The Continuum, the contemporary ensemble.

FIU's students performed at the festival as well. The 75-member Symphony Orchestra, led by Piantini, the Wind Ensemble under the direction of Matthew McInturf, and the Jazz Big Band and Choral Ensemble all performed alongside the established artists.

According to Kaufman, who directed the festival, the university wanted to produce "one of the finest performing arts festivals in the country, as a gift to this community."

"This year's inaugural event featured some of the top artists in the nation and the best of our talented students and faculty," he said, adding that the association of such great musicians with the school is a dream come true, one that enriches the students on many levels.

"The opportunity to work with a Susan Starr, or an Arturo Sandoval or a Nestor Torres…these are world-class figures. It has a tremendous impact on the students. Second of all, a festival like this, in which we try to involve the students at every level—in production, in lighting, in sound, even working on the programs for us—gives students an experience that is invaluable. And with incoming artists like Mark Drobinsky or

> **"The caliber of faculty already at the University is really what drew us here."**
>
> **Keith Robinson,**
> **cellist,**
> **Miami String Quartet**

Robert Davidovich, it's just amazing to have these kids watch how they work and to have the artists interact with our students. Every one of these artists comes in to do workshops with our kids, to help them out and give voice lessons…"

Maestro Piantini is equally enthusiastic. Before coming to FIU, Piantini led the National Symphonic Orchestra of his native Dominican Republic.

"I was compelled to come here by a great challenge. There was no orchestra at FIU. I had the opportunity to create an orchestra. Three months after I was here, we played our first concert."

"This is a very exciting music school. It's incredible. We have great teachers here, big names in residence. We will become the best school of music in south Florida, especially now with a facility that can present theater and concerts. It is a very lovely facility. There was nothing like this before in this area. This is of great importance to the musical development of the cultural life of Miami."

"We will become the best school of music in south Florida, especially now with a facility that can present theater and concerts."

Maestro Carlos Piantini,
Florida International University

The Miami String Quartet, which began its residence at FIU last summer, won the grand prize at the Fischoff Chamber Music Competition in 1988 as well as prizes at the 1991 London and 1993 Evian International String Quartet competitions. More recently, it became the first quartet in a decade to receive the first prize in the Concert Artist Guild Competition. At the university, quartet members teach college-level students and still have ample opportunity to tour and represent the university on the international stage. Members include Keith Robinson, cello, violinists Ivan Chan and Cathy Meng, and Chauncey Patterson, viola.

"The caliber of faculty already at the University is really what drew us here," says Robinson, who calls it "a joy to be affiliated with people like Kaufman and Piantini."

"It is a very important residency for us. Florida International University has been very aggressively pursuing a larger and more diverse program with a much higher standard. They were aggressively hiring professionals to be artist-teachers, and we were happy to join such a distinguished group."

"We're still in our honeymoon period, but so far it's been sheer joy to be at the school. It gives us a home base when we're not touring, a place to concentrate on our teaching, which we value very much. It really makes for a special kind of relationship between students and teachers when teachers go out there to perform as well as being in the classroom."

"The opportunity to work with Arturo Sandoval or Nestor Torres… these are world-class figures. It has a tremendous impact on the students."

Frederick Kaufman,
music department chair,
Florida International University

Grammy Award winner Arturo Sandoval plays with the FIU Jazz Band during the Herbert and Nicole Wertheim Performing Arts Center Opening at Florida International University.

Career Guidance and Opportunities for Hispanics

A Look into the Past, Present and Future

by Gustavo A. Mellander, Ph.D., and Nelly Mellander, M.A.

When most of us went to school, we were lucky if an interested teacher took us aside and spoke to us about our career options. In far too many cases, that advice and attention was usually granted only to superior and successful students, the very group, it could be argued, that needed career guidance much less than the rest of us.

And if you were Hispanic, what little suggestions you received invariably pushed you toward a low-level vocational field. A Hispanic friend who ultimately became a college president was encouraged by a well-meaning high school teacher to become an undertaker. Well, at least that was a profession. Most Hispanics were counseled towards vocational jobs.

More than ever before, career guidance is a legitimate need for all students. Bright ones, privileged ones, and the rest of us. To paraphrase Abraham Lincoln, "God must like the common people—that's why He made so many of us."

The need to help students explore their many options has now emerged as part and parcel of the new reality at most colleges and universities. Community colleges have led the way, but other institutions of higher education are catching up. The counselor's role as a student advocate and promoter of student retention has a long tradition and continues to grow.

These "new" students, who really aren't that new, have been described as "those who attend part time; those who might not be able to afford educational costs; those whose cultural or ethnic backgrounds have restrained them in the past from acquiring a college education; and those who have had poor preparatory education for college." They can be found at virtually every campus, not just at community colleges. Some have referred to them as "valiant" and much to be admired for their ambitions and tenacity.

Hispanics in Higher Education: A CSU Imperative, a California State University report, states that 80 percent of the California Hispanic students who enter college enroll in community colleges. Unfortunately, an unacceptably high number of these students drop out. Few transfer to baccalaureate institutions. The bane of being a revolving door still stigmatizes many community colleges, particularly as it concerns Hispanics.

Four-year colleges and universities have more recently become interested in helping their students succeed. Some are motivated for altruistic reasons, and others, sad to note, have "seen the light."

> ***"A Hispanic friend who ultimately became a college president was encouraged by a high school teacher to become an undertaker."***
>
> **Gustavo A. Mellander,**
> **dean,**
> **George Mason University**
> **Graduate School**

There is a direct correlation between poor counseling and plunging enrollments. For whatever reason, the "sink or swim" days might well be over. Few teachers brag about how many students they fail.

All students can benefit from a competent, serious counseling program. It is not enough to merely provide Freshman Orientation. There must be systematic follow-through to assist all to explore their aptitudes, attitudes, interests, and values. Once identified and studied, they must be related to potential occupational choices. This process, of course, then leads back to the selection of logical majors and a better sense of direction. Although all students could profit from such guidance, those who are first-generation college students need such assistance all the more. Most Hispanics attending college fall within that category.

Assuming useful guidance is provided, what careers are forecast to have strong employment possibilities? This in itself will serve as a strong motivating factor. People go to college for many reasons. Being able to earn a good living is one of them. Recent statistics from the federal government indicate that the following—teaching, health-related professions, high technology, and global professions—have growth potential.

Advertising and Public Relations

This is a surprising prediction for it has long been a highly competitive field. Nevertheless, substantial job opportunities are predicted in the health care, high technology, and food and beverage industries.

Construction Management An aging infrastructure with needed renovation and replacement will translate into long-term employment opportunities for construction and engineering firms.

Computers and Electronics will continue to grow across the board although intense competition in worldwide markets will increase as well. Product development and software engineering will continue to evolve and provide career opportunities.

> **"There must be systematic follow-through to assist all [students] to explore their aptitudes, attitudes, interests, and values."**

Electrical and Electronic Engineers are expected to increase 34 percent by 2005. Mechanical Engineers are expecting growth by 24 percent by 2005.

Government Employees who specialize in health care, education, and computer-related areas should do well.

Health Care and Medical Specialists account for 17.2 percent of the total job market, and the share is expected to increase. New and improved technology will allow more people to live longer, thereby increasing employment possibilities for people involved in health care for the aging.

More jobs are predicted for generic fields as well as for physical and occupational therapists.

International Careers will blossom for persons who are highly trained, internationally competent, and multilingual. Government, business and nonprofit organizations all project openings. There will be demand for language skills, cultural sophistication, and overseas experience as the world economy becomes increasingly interconnected.

Insurance will offer good possibilities with health insurers as they experience substantial growth because of the public's health care concerns, changes in the health care industry, and rising enrollments in health maintenance organizations.

Scientists The 20th Century was the Science Century. Our faith in, and by now our need for, scientists will not abate in the 21st Century. High demand areas will be biotechnology, organic chemistry, biochemistry, and analytic chemistry. A huge demand for meteorologists is predicted by the National Weather Service.

Social Services project a strong demand for paralegals. Growth of 86 percent is predicted. America might have peaked as far as lawyers go, the exception being those trained to service its growing international trade. Residential and family care social services workers will be needed to tend to America's population.

Teaching looks particularly good, as 60 percent of all teachers K-post graduate will reach retirement age by 2010. The need for elementary school teachers is expected to increase by 31 percent, whereas the increase for high school teachers is predicted at 46%.

Technical careers will be 20 percent of the workforce. Health service, laboratory, computer repair, and electronics technicians will all be important fields.

Telecommunications There will be a virtual explosion of opportunities, although intense competition both nationally and internationally is noted. Areas of significant growth will involve the information superhighway, digital interactive telecommunication services, and the potentially enormous residential market.

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AMERICAN COUNCIL ON EDUCATION

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"In the African-American community, we've always had a strong pool of nominees, but in the Hispanic community, there are some years when we have no nominees."

"We have tried to be inclusive of Hispanics, of women who are ready for and are interested in top-level positions in higher education."

"We need to do a better job explaining to the American public why diversity is important."

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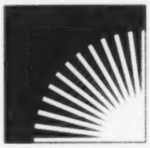

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The Coming Season in Congress

by Ines Pinto Alicea

With Congress back at work, higher education advocates will be busy with the reauthorization of several important laws and with the debate over proposals with a likely impact on Latino students.

A major law to be reauthorized this Congress is the Higher Education Act, created in 1965 and responsible for many important federal programs. Advocates in Washington and across the country are beginning to review the law to determine what, if any, changes are needed.

"My sense is that higher education groups will be cautious of any changes," said Jamie Merisotis, president of the Institute for Higher Education Policy in Washington. "It wouldn't be prudent to make dramatic reforms with all of the criticism about rising costs at campuses across the country."

Nevertheless, it is certain that some tinkering will occur. Several Latino education advocates shared with *Hispanic Outlook* their thoughts on areas in the Higher Education Act likely to be affected or that need revamping, and offered a preview of anticipated proposals.

One program they fear for is the federal funding set aside solely for institutional development at Hispanic Serving Institutions (HSIs), higher education institutions with at least 25 percent Hispanic enrollment.

For years, Historically Black Colleges and Universities enjoyed these Congressional set-asides while HSIs had to compete with all of the nation's colleges and universities for federal development money. In 1992, $12 million was set aside so HSIs would need to compete only with one another for such funds, which could be used for acquisition of scientific or laboratory equipment, faculty exchanges, curriculum development and educational material, and renovation or improvement of classrooms, libraries, laboratories, and other instructional facilities.

"Even though it's not much money, it helps," said Ricardo Martinez, executive director of the Washington-based Hispanic Association of Colleges and Universities (HACU), which represents the nation's HSIs on federal matters in Congress and in other federal agencies.

The set-aside not only gave the HSIs a fairer shot at monies for institutional development but also increased their potential access to other federal funds.

Jacob Fraire, director of legislation and policy for HACU, said that this funding for HSIs is at risk. Already, Congress has cut the budget to $10.8 million.

"This program will be under tough scrutiny by people who want to eliminate it," Fraire said. "We will have a tough battle there."

Hector Garza, director of the American Council on Education's (ACE) Office on Minorities in Higher Education, also expressed concern about the future of the funding.

"The federal government has long supported other minority organizations, and Hispanic Serving Institutions need more money," Garza said. "It's our turn to have a place in the sun."

Another important piece of legislation that will be reauthorized this year is the Pell Grant program, which provides aid to nearly 4 million low-income college students. Although it had its budget raised by nearly $1 billion to allow Congress to raise the maximum award, Becky Timmons, ACE's director for congressional relations, said the increase can be deceptive because there is a growing gap between what Congress originally agrees to and what it ultimately gives. Timmons said that she believes Congress will be "more realistic" and "lower the authorized level."

Fraire said that kind of move could spell trouble because Congress might try to limit the number of students receiving Pell Grants. One group of students he believes will be targeted is those taking remedial courses. To keep down the costs, Congress might try to deny them Pell Grants, he said.

Another area of concern is the movement toward merit-based financial aid programs and tax credits or tax deductions for higher education. In 1994-95, more than 20 states created or expanded aid programs that were not based on need. This politically popular trend has been a boon for well-off students whose families could afford private tutors and summer enrichment camps to improve their academic standing. It has done much less for low-income students.

David Merkowitz, a spokesman for ACE, said that the movement toward more merit-based aid "reflects an effort to upgrade standards and build incentives for students to do well," but, he said, the challenge that the Department of Education faces is trying to find a way to provide merit-based aid "without penalizing students from disadvantaged backgrounds. It's a tricky proposition."

President Clinton has proposed offering $1,000 merit scholarships to every high school student who graduates in the top 5 percent of his or her class.

Fraire said that merit scholarships are problematic because "in a tight fiscal environment, those programs will compete with need-based programs."

Fraire makes an important point. The federal government has been turning to loans as a way to provide aid to students, shrinking the amount of actual federal grant money. Borrowing via student loans rose to $27 billion in 1996 from $16 billion in 1992. Moreover, of about $35 billion that the government spends each year on student aid, 70 percent goes to loans and only 30 percent to grants. With more of that grant money being converted to merit aid, there is less money available to needy students.

"This is important," said Martinez, because anything that the Congress and the administration do to add debt is "debilitating to students."

Timmons said that the tax credit/tax deduction proposals are likely to resurface in Congress in 1997 but that "in general, those things are not enthusiastically embraced by the higher education

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Faculty Relationships: Warming up the Welcome Mat

New England's Diversity Programs Making Headway

by Miriam Rinn

"It's not that they are prejudiced; it's that they're uncomfortable," JoAnn Moody says about the white male professors who still control the overwhelming majority of college departments. That lack of ease, added to the traditionally clubby atmosphere of academia, has a d[illegible]g impact on young female and [illegible]ority teachers. Already insecure and anxious, these young scholars draw further into themselves when they encounter the frosty politeness common to campuses across the United States. They put up their defenses, Moody says, become more isolated, reach out less and less, and eventually leave, disappointed and bitter at their own failures and the animosity they believe they've encountered.

It can happen to anyone out of the mainstream, according to Moody, and Moody ought to know. Vice president of the New England Board of Higher Education (NEBHE), she is the director of the Compact for Faculty Diversity in the New England region, as well as the author of *Vital Info: Vital Information for Graduate Students of Color*. Both parties are responsible for the broken relationship, Moody believes, for as in all human encounters, one perceived slight leads inexorably to another.

When women or students of color enter a predominantly white department, several things happen, Moody says. The older faculty are clearly not relaxed. They aren't used to dealing with people unlike themselves, and they feel awkward and uncertain. Then, the new hires themselves make it harder. They appear a little defensive, a little shy, and the experienced professors hold themselves even more aloof. The result is an epidemic of female and minority teachers who leave academia, and the hallowed halls remain patrolled by white males.

The Compact for Faculty Diversity was established to combat just this problem. The purpose of the Compact is to "promote reform of certain structures and customs of graduate education, to help insure that an increasing number of minorities earn the doctorate and become effective college teachers at a variety of campuses." The New England Board of Higher Education, which is one of three regional boards and administers the Compact in the Northeast, is a nonprofit umbrella group for the 260 private and public campuses in the New England states. "We bring to the table problems that would be hard for single campuses to solve alone," Moody explains.

Making faculties more diverse is a problem for every region, and Moody hopes other areas will join the Compact as well. The programs the NEBHE has devised have worked to keep minority scholars on track. There is the Dissertation Scholars-in-Residence Program for graduate students of color in the humanities and social sciences, which offers a stipend, freedom from teaching assistant's duties, office space and library privileges, and cordial and outgoing advisers. The Doctoral Scholars Program clusters students in science, mathematics, and engineering at eight doctoral departments in New England. Each department enrolls a minimum of four to six scholars, so no one feels isolated and alone. It also guarantees graduate assistantships for the second year and beyond, and pledges faculty mentoring.

So far, these programs have worked. "We knock the statistics off the chart, but it's not enough," Moody insists. The retention of junior faculty remains a problem. "Mentoring and support systems are the names of the game," she tells minority students, while urging older professors to make themselves available and "just be magnanimous colleagues." Traditionally, professors viewed young white men as surrogate sons and were eager to help them find the way to academic success. They don't automatically see women and minority

NEW ENGLAND BOARD OF HIGHER EDUCATION
MAINE
CONNECTICUT
NEW HAMPSHIRE
MASSACHUSETTS
RHODE ISLAND
VERMONT
1955

"Success in academia doesn't take brilliance. It takes persistence and interdependence."

JoAnn Moody,
vice president,
New England Board
of Higher Education

U.S.C.A. Professor Estela Bensimon (center) flanked by Doctoral Scholars preparing to enter the professorate.

candidates in the same way, so they often appear indifferent. The failings on both sides are sins of omission rather than the other kind, Moody believes, and so she tells new hires to reach out again and again.

Laura Prieto Chesterton, a participant in NEBHE's dissertation-scholars program at Bridgewater (Mass.) State College, feels that the program has done a lot for her in many ways, but most importantly, it helped convince her that she belongs on campus. "Being the first member of my family to graduate from college, I had no idea what to expect from higher education. In graduate school, it became forcefully apparent to me that I had not been socialized to academia, and I did not want to have to change my sense of self" in order to belong. The NEBHE program enables her to participate in a history department as a peer to faculty, engage in the decision-making process, and meet scholars on other campuses. The money doesn't hurt either. "The stipend expresses NEBHE's and Bridgewater State College's belief that my intellectual contributions are valued and valuable," Chesterton says.

"Success in academia doesn't take brilliance," according to Moody. "It takes persistence and interdependence." In graduate school, where critical thinking is all-important, students need to work with other people because it's in the give and take that they develop analytical skills. "It's a different ball game" from undergraduate school, Moody says, and demystifing the process is crucial.

When Gabe Gutierrez, a doctoral scholar in the Department of Molecular and Cell Biology at the University of Connecticut was asked the hardest part of getting through the first year of graduate school, he answered, "The hardest part is not becoming apathetic. The feeling that you're not as well trained or just simply not as intelligent as the rest of your class made me want to give up. I had excuses already made up in my mind as to why I did not succeed. The one that often came to mind was that 'people do not really expect much from a Chicano anyway.'"

Rachel Fernandes, a scholar at the same school, says, "I wasn't sure I belonged, or worse, if this is what I should be doing with myself. I had a lot of trouble balancing my time between classes, labwork, and personal and social life." The Compact gave her the support and encouragement she needed at a critical time.

> ***"In graduate school, it became forcefully apparent to me that I had not been socialized to academia."***
>
> **Laura Prieto Chesterton, Dissertation Scholars Program**

Once these students complete their programs, Moody is convinced that there are jobs out there for them. She regularly introduces her students to at-large mentors. "They're looking these students over." Moody feels certain the students are going to stay in New England, and certain too that they "have to start looking for jobs the first and second year in graduate school."

Campuses in New England are the most lily-white in the country. "I think people have not known how to do it," Moody says, and because of their constant problems with retention, department chairs have become frustrated. But Moody believes that there is great educational value to diversity and that it's worthwhile spending time and money to train and retain minority professors. Different people contribute to new knowledge in different ways. If it's just white men, it's a narrower knowledge. "I think the intellectual enterprise is richer. It helps students to see that competency comes in all shapes and all colors. It helps them to deal with a diverse world," Moody says.

Chesterton agrees. "Teaching, research, and writing are not conducted in a vacuum. We bring ourselves to our work. Ideally, academia should make room for many different points of view, embodied in the diverse people who work there and bring their diverse perspective to that work. An ivory tower excludes, a real institution of learning includes."

Working with and through ACE, The American Council on Education

by Ines Pinto Alicea

Until recently, about two out of 25 undergraduate students and one in 30 thirty graduate students in the United States were Latinos. However, since 1990, the number of Hispanics enrolled in higher education has increased by 35 percent. A gain of that size is not to be ignored, and it reflects one of the most important initiatives undertaken by the American Council on Education (ACE).

This year ACE is striving to lead its 1,800 members to a renewed awareness of the importance of diversity on the nation's campuses. Many of those members are colleges, universities, and education-related organizations.

"We need to do a better job explaining to the American public why diversity is important, important to the educational community and to society as a whole," said Stanley Ikenberry, ACE's new president. "Colleges and universities need to move this higher on the agenda."

In the view of public affairs director David Merkowitz, the ACE Minority Initiative "literally infuses every program that we operate," and has ranked as the highest program priority since the late '80s.

David Merkowitz

ACE represents different sectors of education and is responsible for looking at issues broadly, but Ikenberry said the anti-immigrant and anti-affirmative action climate lingering over the nation has significant impact on higher education and must be addressed.

"The tradition of reaching out to extend educational opportunity to all Americans has been the centerpiece of ACE's priorities," said Ikenberry. One of the important roles of his organization is to help "improve the climate and rebuild the consensus in support of equality and opportunity," he added.

As head of ACE, one of Ikenberry's main goals is to develop a "sharper policy focus and stronger external communications program" to better address issues of diversity in higher education. *The Outlook* interviewed representatives from several of ACE's offices and divisions to find out a little more about how the organization serves minorities, particularly Latinos, and what efforts it is making on their behalf, particularly with regard to higher education. Most said that they are striving to reach out more to the Latino community.

The place where many such initiatives begin is at ACE's Office of Minorities in Higher Education.

"The office monitors the progress of African Americans, Hispanics, American Indians, and Asian Americans at the nation's postsecondary institutions, and conducts programs and activities aimed at improving their academic and employment opportunities," said its director, Hector Garza. "We also advise lawmakers, the business community, and higher education leaders about policies affecting people of color."

Hector Garza

The office's other activities include a biennial national conference, "Educating One-Third of a Nation," to help institutions promote greater campus diversity, Garza said. The event showcases innovative programs and effective strategies for improving the campus climate and minority student achievement, and provides networking opportunities on the spot.

Garza's office also produces the annual *Status Report on Minorities in Higher Education*, which provides data on high school graduation and college participation rates, undergraduate and graduate enrollments, degree completion.

"We need to do a better job explaining to the American public why diversity is important."

Stanley Ikenberry,
president,
American Council on Education

> **"In the African-American community, we've always had a strong pool of nominees, but in the Hispanic community, there are some years when we have no nominees."**
>
> **Marlene Ross,**
> **director,**
> **ACE Fellows Program**

ACE Fellows

and faculty employment trends among people of color.

The Office of Minorities in Higher Education works with others within ACE to launch Hispanic-oriented programs. In collaboration with ACE's Office of International Initiatives, it launched a series of meetings to bring Latin American college rectors and U.S. Latino college presidents together to discuss research and faculty and student exchanges.

Collaborations with outside organizations are undertaken as well. Garza's office helped establish a Hispanic Experts Database at Arizona State University in Tempe. He also worked with the Hispanic Association of Colleges and Universities (HACU) to sponsor a Hispanic Leadership Program at HACU's annual conferences. Prominent Hispanic academicians who are ready to move up to the level of vice president of academic affairs or student affairs participate. Mock interviews were videotaped and critiqued, as were participants' actual resumes. Mentors were assigned on the spot. Participants also were able to meet with representatives of executive search firms, Garza said.

ACE has launched other projects to improve outreach to Latinos. One new path is being forged thanks to a $75,000 Ford Foundation grant which has allowed ACE to undertake a number of studies aimed at affirmative action in higher education, according to Diane Hampton, legislative analyst of ACE's division of governmental relations. Her division represents higher education before the federal government and interprets and communicates federal government decisions and activities on issues relevant to members of the higher education community.

Among the projects the grant has helped ACE launch are:

- A literature review of all research available on the educational value of diversity in the form of benefits to institutions and to all students. "We're finding there isn't much there," said Hampton.
- A series of focus groups to gather information on the value of affirmative action in higher education for college admissions and financial aid. Hampton said most other focus groups study affirmative action in education in general.
- A booklet called *Making the Case for Affirmative Action*.
- A meeting with college admissions counselors to discuss how they would encourage diversity in the nation's classrooms if affirmative action no longer existed.

Donna Shavlik

Donna Shavlik, director of ACE's Office on Women in Higher Education, said her office coordinates two programs to assist women in higher education who are ready to advance to administrative positions such as college presidencies, vice presidencies, or dean positions. The programs—the National Forums and the ACE/NIP National Network for Women Leaders—are designed to help groom women for those positions by introducing them to other college leaders and teaching them the steps needed to advance. Her office does not maintain statistics on ethnic background, Shavlik said, but she will consider keeping better track of who participates to assure that true diversity is achieved.

"We have tried to be inclusive of Hispanics, of women who are ready for and are interested in top-level positions in higher education," said Shavlik.

Her office once sponsored a program, "Focus on Minority Women's Advancement," to help identify prospective female candidates for higher positions in academia, but the program

ACE is headquartered in Washington, D.C. at One DuPont Circle, N.W., a building purchased 25 years ago with a Kellogg grant and operated as the National Center for Higher Education. About two dozen associations are housed within the building, their staff ranging in number from two people to 40 or 50. ACE, which has a staff of about 170, owns and manages the building.

was discontinued "because we felt we really made our other programs open," Shavlik said.

"Women who are ready to move into these positions are being identified, and that is good," said Shavlik. "Our biggest challenge is getting enough women in the pipeline. Sometimes we feel anxious because we can't find people who are ready."

Shavlik said her office encourages all those involved in the office's programs to be aware of the need to diversify the leadership in higher education, and to assist minority women in their efforts to advance. She said she also encourages participants to volunteer with ACE's Office on Minorities in Higher Education.

While ACE has scored some successes in reaching out to the Latino community, there are areas where it still faces challenges.

Garza said the organization as a whole has to work more to build relationships and partnerships with Latino organizations in general. Since HACU is the only Latino organization representing Latinos solely in higher education, many organizations turn to HACU for education issues. But Garza said that other organizations—the National Puerto Rican Coalition, Mexican American Legal Defense and Educational Fund, ASPIRA, National Council of La Raza—also advocate on education issues, and that ACE must do more to work with them. On the other hand, those organizations, he said, also must reach out more to ACE.

"Often organizations are not on their radar screen," said Garza. "Accessibility to these organizations is a big challenge."

Another challenge ACE faces is in increasing the pool of Latinos groomed for positions as administrators in colleges and universities. Its Center for Leadership Development sponsors the ACE Fellows Program, which prepares senior faculty and mid-level college and university administrators to assume campus leadership positions. Through on-campus internships, seminars, campus visits, and more, the program has graduated 1,100 academicians, 50 of them Latino. Some 200 fellows have become college presidents, and more than 600, vice presidents or deans.

"I'm really interested in trying to increase the number of Hispanics in the program," said Marlene Ross, the Fellows Program director. "In the African-American community, we've always had a strong pool of nominees, but in the Hispanic community, there are some years when we have no nominees."

Candidates for the program must be nominated by a college president, and the applications must be submitted by Nov. 1 every year. Ross said all college presidents and chief academic officers are automatically sent a yearly notice notifying them of the upcoming program and nomination process, but she said the outreach to boost the number of Latinos in the program has not given her the results she wants. She said, however, that her office needs to strengthen the relationship with the Hispanic Association of Colleges and Universities to improve outreach. She invites anyone interested in learning more about the program to write to:

ACE Fellows Program,
One Dupont Circle,
Washington, D.C. 20036,
or call 202-9393-9420,
or e-mail the office at
fellows@ace.nche.edu.

A third area of challenge for ACE is with its administration of GED tests. "In some areas there are no examiners who speak Spanish," said Jean Lowe, former director of the General Educational Development testing service of ACE. "It can cause a communication problem, even though we have directions written in Spanish and hope they can follow them."

Lowe added that the existing Spanish GED test, based on a Puerto Rican high school curriculum, is in short supply due to pilferage that leaves many versions "compromised" and thus unusable. Given the small number of viable tests remaining, public service announcements promoting the GED in Spanish have been pulled off the airwaves.

Meanwhile, the office is developing a new GED test in Spanish, based on a continental U.S. high school curriculum. But the research and evaluations on the validity and fairness of the test are still being conducted. And it is unlikely to be ready for about two more years.

Last year, 43,175 students took the Spanish GED tests, and demand continues to grow. That makes for a long waiting list, and no solution is in sight.

ACE Activities

Represents higher and adult education before Congress, federal agencies, the Supreme Court, and federal courts;

Coordinates the Washington Higher Education Secretariat, a group of 38 associations;

Conducts research and analyzes data;

Helps shape international education policy at the federal level;

Provides opportunities for the exchange of mutual concerns among corporate, higher education, and labor leaders;

Advises colleges and universities in minority and women's issues, management, leadership, and self-regulation;

Provides technical assistance to increase access and opportunities for those with disabilities;

Administers the General Educational Development Tests; reviews and makes credit recommendations for learning acquired through training offered by businesses, labor unions, associations, and the military;

Publishes news and information about education: a newsletter, *Higher Education and National Affairs*; a magazine, *Education Record*; professional books, guides, reports, and periodicals.

Educational Achievement K-12: Diagnoses, Prognoses, and Prescriptions

No Easy Solutions in Sight

by Ted Oviatt

Although there are many bright spots, the overall picture of the status of Latinos in the United States on the brink of the 21st century is not encouraging. Education, progress in obtaining quality jobs, and socioeconomic status leave a great deal to be desired. Growing fear of and resentment over what amounts to a population explosion in numbers of Latinos do not bode well for the future.

Dr. Richard Valencia, professor of psychology at the University of Texas in Austin, speaking at the December Invitational Conference on Latino Educational Issues, in Princeton, N.J., blames the crisis primarily on the dramatic rise in numbers—to 22.4 million Latino students in 1995. Lamenting the anti-affirmative action movement that is hurting legal Hispanics without citizenship as well as the undocumented, he sees this attitude toward "immigrants" in general, coupled with the tremendous increase in numbers, leading to a stagnation that has already begun to impede upward mobility.

Dr. Rebozo de la Garza, director of the Tomas Rivera Center, also in Austin, provides an explanation for our predicament. He sees an unhappy coincidence of events that has led to continued poverty and low achievement for Latinos. The change of immigration laws in 1964, coupled with an unwillingness or inability to control illegal immigration, brought large numbers into our schools and our welfare system. When a pull-back in the economy brought about a savings-conscious reaction in the 1980s, opportunities for Latino mobility and for entry into the labor force began to dry up just when the increasing numbers cried out for more, not less.

"It is easy but dishonest to explain their [Latinos'] lack of mobility in terms of discrimination."

Dr. Rebozo de la Garza,
director,
Tomas Rivera Center,
Austin, Texas

Data from the National Center for Education statistics reflect that some impressive progress for Latinos came to a near halt in the mid-1980s, when de la Garza says public support was withdrawn. In *Findings from the Condition of Education 1995, No. 4, The Educational Progress of Hispanic Students*, Hispanic students were shown to have closed a proficiency gap in reading between white students and Latinos by one-third in the years from 1975 to 1984, only to remain relatively motionless between 1984 and 1992. Again in postsecondary education, "Hispanic-white differences in the fields studied at the bachelor's degree level narrowed between 1977 and 1991, although almost all of the decrease occurred between 1977 and 1985."

De la Garza, departing from many observers, cautions against overestimating the role of discrimination in this lack of success since 1985, especially for urban Latinos. "It is easy but dishonest to explain their lack of mobility in terms of discrimination," he says. "White kids raised by parents with an eighth grade education have no chance either. Even if there were no discrimination, kids from Detroit, Chicago, New York, and Los Angeles would be left behind."

The theory of de la Garza is convincing, and he cites the Italian immigration of the 1880s as support. At the time there was no welfare, and immigrants could work—18 hours a day if necessary—at many low-skill manual labor jobs available in a rapidly expanding society. Adults could therefore provide for the basic needs of their families, and children were at some leisure to take advantage of the free public schooling. This second generation, contends de la Garza, could "penetrate American society, some at the bottom, some at the top."

If the United States had stopped all immigration in 1975 and implemented new laws to prevent illegal entry and to support the efforts of our newest arrivals, Hispanics would have progressed much as the Italians did in the previous century. Instead, "generous" immigration policies, coupled with equally generous welfare programs, created an impossible economic situation both for the government and for the immigrant.

De la Garza calls for a new "social contract" between our government and the immigrant population—one that will not coax newcomers into the pursuit of an impossible dream. We must be certain that the same opportunities that existed for the Italians in the 1880s are available to the newest Americans of the 1990s and beyond.

The new "contract" would ensure that adults would be able, through their own efforts and through public support, to raise their families in a safe, healthy environment that would provide good neighborhoods, recreational facilities, and opportunities in both public and private schools. Rather than leaving the future to chance, our government must, according to de la Garza, make a decision soon regarding our willingness to invest in this contract.

With the decision of government very much in doubt, the bright spots seem to lie in private education. Although public educators from kindergarten through graduate school stand ready to continue to utilize schooling to improve the social mobility of second-language students, the forces behind California's Proposition 187 (anti-illegal immigrant students) and 209 (anti-affirmative action) and the nationwide attitudes that accompany them will make it increasingly difficult for the newest immigrants to access the public educational system. Private colleges, on the other hand, are not bound by state restrictions and seem generally eager to continue to be open to immigrant students who meet their standards.

> ***"Latino kids who work hard and succeed in high school are going to do well in college despite their verbal board scores."***
>
> **Dr. Philip F. Smith,**
> **director of admissions,**
> **Williams College,**
> **Massachusetts**

Does this mean that students who have divided their time between two languages and therefore will not usually score high on the verbal SAT will have to meet minimum score requirements at selective private institutions? "No," says Philip F. Smith, dean of admissions at Williams College in Massachusetts, one of the most highly rated small colleges in the nation. Williams is one of a number of selective schools that has a "need-blind" admissions policy. Student applicants are screened without regard to their need for scholarship aid. Only after acceptance are their needs assessed, and scholarships and loans processed according to demonstrated need. "Latino kids who work hard and succeed in high school are going to do well in college despite their verbal board scores," says Smith. "Williams is looking for students who can perform and like to learn."

Norma Lopez, a Chicano from Chicago's Juarez High School, entered Williams with comparatively low board scores but consistently high daily achievement. A 1995 graduate, she now works in the admissions office, where she will remain until she leaves to go for her master's degree.

On an equally positive note, Wesleyan University in Connecticut continues to accept qualified Hispanic candidates with more regard for their school performance than for their SATs. Associate Dean of Admissions Rafael Figueroa reports that the retention rate for Hispanics was higher last year than that for whites. In other words, students who have proved in other ways than high board scores that they can do the work don't flunk out.

As a matter of fact, there is evidence to indicate that second-language students who were admitted to selective universities with some allowance for board scores that reflect verbal strength in only one language rarely fail. Belmont High School in downtown Los Angeles has maintained for nearly ten years a "stay rate" of more than 99 percent for graduates, almost all of whom are second-language, enrolled at private colleges. Contrary to assertions that Hispanics often drop out of college early for cultural reasons, probably relating to students at less selective schools, the best Hispanic students do not leave college for reasons of convenience, comfort, or even culture. They have different priorities than do suburban students, and their priorities are pretty basic. Like my Cambodian students of the eighties, they say, "The tuition is paid; the roof is dry; food is on the table; and nobody's shooting at us. Why on earth would anyone leave?"

La Verne University in California, where 40 percent of the students are Hispanic, will not change its policy of accessibility because of the fear and hostility inherent in Proposition 209, according to Doug Wible, director of admissions. "As a private institution we have always been there for students of color, and we are going to continue to be there," says Wible. "I think private schools will prosper from what is obviously an unfortunate situation."

We cannot depend, however, on the private sector to bail us out. As Valencia and de la Garza suggest, the federal government must create programs that will assist not only in the educational area but in the job sector, and we certainly want to hang onto the programs we have that are working.

Upward Bound is a federal program that has helped countless inner city youngsters by identifying them as having high potential as early as 10th grade, giving them motivational college prep courses on a college campus during the summer, and offering special tutorial and guidance assistance once enrolled in college. Created by Title IV of the Higher Education Act of 1965, it has been renewed several times.

Susan Madrid-Simon, director of the Upward Bound program at Occidental in California, reports that applications are up this year for Latinos in the Los Angeles area and reassures that Upward Bound will not be affected by attacks on affirmative action because the program is based on ability and need, not on ethnicity. There is no preferential treatment. The funding comes up for reauthorization in 1997, when advocates are hoping to avoid an award via a "block grant," which assigns a dollar total to the state to distribute rather than via direct awards to individual programs. The block grant is seen as more likely to enable a state government to eliminate historically successful programs because of a swing in politics. Upward Bound's search for and acceleration of talented students is an important opportunity for our best Hispanic students.

Performance statistics published by the Educational Testing Services in Princeton, N.J., show that those Hispanics who have been able to profit from the best that our nation offers have indeed progressed. Mexican Americans stayed about the same in 1996 as in 1987 on the SAT verbal, but Puerto Ricans gained 16 points. Both groups had an average verbal score of more than 450, indicative of the ability to do college work—especially when many or most of these students are second-language. For those of us who would like to take hope from these figures, they are deceptive. The majority of Mexican American students, both urban and rural, will not take the SAT; and the scores reflect, therefore, the performance of a small percentage of the whole.

Wide gaps in performance between Hispanics and whites start in elementary school and follow the students into high school. Figures in *The Educational Progress of Hispanic Students*, published by the National Center for Education Statistics for the year 1992, show Hispanic 17-year-olds scoring only slightly above white 13-year-olds in reading, math, and science.

Two other aspects of the same report should by noted by the schools. Parents of Hispanic children are less likely, 39 percent to 59 percent, than are white parents to be asked to volunteer at school, where they should be encouraged to participate. Hispanic students are less likely to take advanced science and math courses, where they might not feel confident, but schools should be prodding those who are capable not to duck the "hard" courses. These same students, interestingly, are just as likely as are whites to take foreign language courses, where their language savvy obviously is an advantage, and we should encourage them to continue to exploit that advantage.

Sadly, the success of a few becomes obliterated by the lack of educational opportunity for the many, and the open attitude of the private world, though commendable, is not the answer to the dilemma of the average Hispanic family. In a society where obtaining at least a high school diploma is a must, dropping out of school is a defeat. Although drop-out rates among Hispanic students are declining, those rates remain more than twice the rate for whites, according again to *The Educational Progress of Hispanic Students*. Not included in these figures are the many Hispanic youngsters who drop out before 10th grade and other relatively recent immigrants who have never entered a U.S. school. Another disturbing factor is that the high drop-out rate is not due merely to recent immigration. The rates are similar for second-generation students. Again, the rate is double that for whites (from pages 6 and 7 of the same report).

> **"Hispanics leave school earlier than do other dropouts, some even before finishing eighth grade; and again, second generation figures are worse than they are for the first."**
>
> ***Our Nation on the Fault Line***

For dropouts, jobs are limited. *Our Nation on the Fault Line*, a report of the President's Advisory Commission on Educational Excellence for Hispanic Americans, says that "27 percent of all Latinos between the ages of 16 and 24 in 1993 had not completed and were not enrolled in high school, which was double the rate for blacks (14 percent) and more than three times the rate for whites (8 percent) in the same group." Worse yet, "Hispanics leave school earlier than do other dropouts, some even before finishing eighth grade; and again, second-generation figures are worse than they are for the first."

These are the vast numbers, increasing all the time, that Valencia and de la Garza are concerned about because neither the government, our communities, nor our schools have any viable proposals to bring them into the mainstream of society. With policies depriving noncitizens, even those who are legal, of all welfare benefits, these young people appear to be doomed to spend their lives scratching out a living, which can be better achieved in the workplace, wherever they can find a spot, than in school.

Our experience with African Americans should tell us that a group that starts out behind, that fails to receive help from the government and has to fight the resentment and prejudice of many Americans, will end up isolated and segregated in ghettoes or barrios.

which will present problems for all Americans, and their pocketbooks, for the indefinite future.

An interesting step in the right direction, if not a solution, comes from Richard Rothstein, a research associate at the Economic Policy Institute and an adjunct professor of public policy at Occidental College in California, who wrote in the *Los Angeles Times* of July 21, 1996, that the burden of Latinos everywhere could better be eased in the labor market than in the schools. He contends that "schooling now exceeds occupational demands" and that it would be unfair to ask immigrant families to undergo the sacrifices necessary for a college education if there are not jobs at the end of that lofty intellectual experience. Says Rothstein, "Doubling the minimum wage (and enforcing it) might do more for the Latino achievement in education in California than all the dropout-prevention programs imaginable."

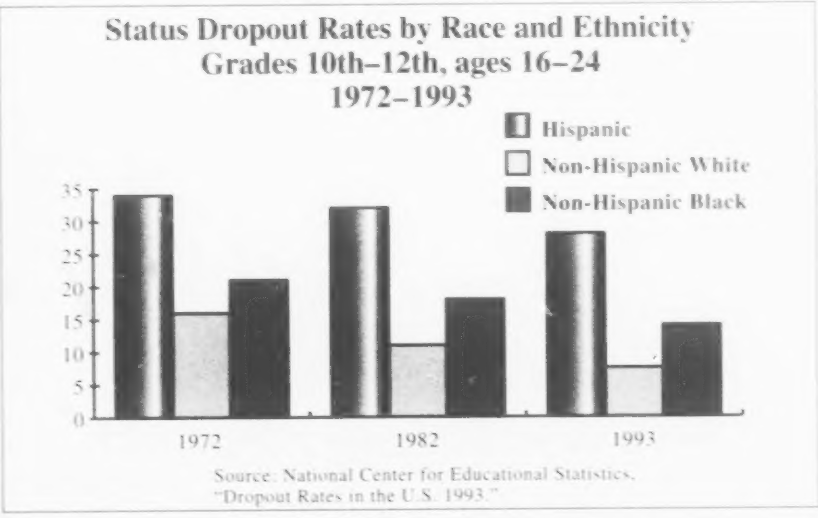
Our Nation on the Fault Line makes 49 recommendations, including research for the future, some of which could easily be implemented with Congressional support (e.g., "increase the grant award for Hispanic Serving Institutions from all federal departments and agencies"), others of which are more elusive (e.g., "promote multilingualism as a national resource for all Americans"). Implementation of these recommendations would probably be a solution to the future of Latinos in America. The principal obstacle is the lack of inclination on the part of the majority of Americans, and therefore their Congress, to bring about the necessary changes and to spend the money required, what de la Garza has called "investing in the contract."

In a report, *The State of Hispanic America: Toward a Latino Anti-Poverty Agenda*, for the National Council of La Raza, Sonia Perez and Deirdre Martinez concluded with four broad goals, admittedly the beginning of a process and not intended to provide a menu for the solution to poverty among Latinos. These goals are: equalizing educational attainment, eliminating the effects of employment discrimination, making work more rewarding, and guaranteeing affordable housing. The writers put together elaborate calculations for each goal to show to what degree the situation of Latinos would be improved, compared to whites, if the goal were achieved. Even given some margin for error in their assumptions and projections, the figures, as well as the report as a whole, present much worthwhile food for thought for Americans who believe in fairness, equality, and strength in diversity.

Hispanics in the Labor Force, also from the National Council of La Raza, calls for "policy intervention to address the long-term issue of education" and employment practices that are "more responsive to the training needs of displaced workers as well as new labor force entrants."

It appears that the most expert proposals are not likely to come to pass. Some as yet unforeseen combination of effective education and a creative and compassionate new direction in the provision of jobs is obviously necessary. Differences must be set aside for the benefit of us all.

In the meantime, we can all take a cue from Susan Madrid-Simon at Occidental: "If we can get one [proposal] through, that might be the one that makes a big difference." She reminds us, too, that each student is a person and that helping even one is a success in itself. People who care and are willing to work do make a difference—people in schools, neighborhoods, medical and law offices, social service agencies, and law enforcement branches, to name a few little corners. While hopefully thousands of us are lighting candles, the report of the NCLR and the words of Dr. Valencia, Dr. de la Garza, and others will help us to define our goals and develop programs that can be implemented to avert the disaster that will surely occur if this burgeoning minority—soon to be the majority in California—and its woes, woes that all will share, are ignored.



Status Dropout Rates by Race and Ethnicity
Grades 10th–12th, ages 16–24
1972–1993

Source: National Center for Educational Statistics, "Dropout Rates in the U.S. 1993."

The Great Unmentionable Divide

by Theresa Nance

Arturo Alfonso Schomburg, were he alive today, might look at both the African-American diaspora and the Hispanic community and ponder why there seems to be a great divide or even a subtle rift between the two so-called subcultures in these United States.

Schomburg was a Puerto Rican who spent a great deal of his life declaring that "history must restore what slavery took away," and taking action on that belief.

Born in 1874, the historian, curator, and bibliophile was the out-of-wedlock child of a laundress from St. Thomas. His father was Carlos Federico Schomburg, a German merchant.

Before I sat down to write this piece, I visited the Schomburg Center for Research in Black Culture in Harlem. It sits majestically on Lenox Avenue. The splendid repository of Black literature and artifacts was formerly the 135th Street Branch of the New York Public Library's Division of Negro Literature, History and Prints. No matter. We won't split hairs on that because the bottom line is that there is a laundry list of information to be garnered there by Blacks and others interested in debunking the bogus myth that Blacks did nothing more than pick massah's cotton.

Legend has it that a fifth grade teacher contributed to Schomburg's lifelong quest to search for and unveil a litany of hard data regarding African Americans. And that she did it by saying: "Black people have no history, no heroes, no great moments." Such poppycock fueled his interest and eventually spawned a treasure trove of documents concerning Black folks.

So there I was on a rainy Saturday afternoon, standing inside the center itself, my eyes fixed on sundry and various archival items encased in glass as hard evidence that Blacks had a rich, proud heritage indeed. The physical evidence is awesome. A photo of Mary McLeod Bethune and her "kitchen cabinet" that is comprised of other great Black leaders like herself. Phenomenal. Vintage photos, masterpieces of night life in Harlem. Nobel Peace Prize winner Ralph Bunche, and more.

There are several floors laden with these priceless proofs, all housed in a center that would not exist had not an industrious Puerto Rican toiled laboriously to bring it all together.

As I walked from one room to another, I wondered why I had this nagging feeling that the African-American and Latino communities want little to do with one another? The two groups have much in common. A larger society seems to hate them equally. They seem to be the leading victims of police brutality. Both are politically disenfranchised. Cosmetically they are more similar than dissimilar.

So, what's all the fuss about?

It just seems to me that people whose experiences nearly parallel ought to have a greater outreach to one another. Coalition-wise, if you will.

Sonia Rosada, former councilwoman in the densely populated, multi-ethnic city of Paterson, N.J., recently told this

> **"Most times all there is is an ugly undercurrent in one group about the other."**
>
> **Theresa Nance, journalist/minister**

The Reverend Theresa Nance, a graduate of Montclair State New University, N.J., is chief chaplain of the Passaic County Jail, the first woman to hold the position. She writes a weekly column for the *North Jersey News* and hosts a half-hour cable television talk show. A student on leave of absence from Drew University's School of Theological Advanced Studies, Reverend Nance founded the Theresa Nance Ministries, now in its fourth year, to assist recently released women back into society.

writer, you're reading it all wrong. Rosada conceded that there is little contact between Blacks and Hispanics, but she doesn't view this as indicating a rift between the two.

"Yes, you might say we're somewhat divided, but not because there's animosity between us," she said.

In November 1996, Rosada put a call out to her community and garnered enough forces to sponsor a unity breakfast. Some 300 Latinos reportedly showed up. On the agenda was their political standing in the city, the third largest in the state. At issue was the upcoming race for mayor.

I asked why no Blacks were invited to the conference. Rosada replied, "First we have to get our own house in order. After all, we ourselves are somewhat divided. We all come from different countries, and so we have different ideas how things should be done."

> ***"First we have to get our own house in order."***
>
> **Sonia Rosada,**
> **former councilwoman,**
> **Paterson, N.J.**

She said that her tribe was scattered—fragmented—so there was no use to invite any other group to such a meeting where the agenda itself was not clearly defined.

She prefers to see the situation between Blacks and Latinos as healthy competition for political power, not in terms of rivalry.

A lot of groundwork has to be done on both sides, she said, before they can come together.

As we continued to talk, she did recall an instance when Black and Latinos did come together, for political expediency. It was back in 1967, when Kenneth Gibson, an engineer, put his feelers out about the possibility of his becoming the first Black mayor of Newark, New Jersey, the former mayor and several members of his administration having found themselves behind bars for corruption. The largest city in the state was up for grabs. Gibson, she said, urged Blacks and Latinos to come together, to form a coalition, to shore up his chances of winning.

Arthur A. Schomburg

from the Arthur Schomburg Photograph Collection

"They came together with Gibson's Black supporters, and when he won his election, the Hispanic community was burned." At least that's Rosada's recollection.

I reminded her that many Blacks helped to elect her to her councilmanic seat, and that when she won, there was a chorus of Black folks saying the identical thing about her.

Not so, she retorted. She also noted that both groups need to place a greater emphasis on education before they can even consider coming together for a piece of the political or social action pie.

Elease Evans, president of the Paterson chapter of the NAACP, also pooh-poohs the idea that there is friction between Blacks and Latinos, locally or nationally.

"This is absolutely not true. Everybody's just busy on their own home turf," she said. When she was reminded that Black and Hispanic kids at a local high school were going at each other like darker versions of the Jets and the Sharks of Westside Story, Evans quickly added that the brouhaha was not between Blacks and Hispanics alone, but also between Puerto Rican and Dominican students.

I thought perhaps the anger amongst the youngsters reflected the feelings expressed by their parents.

Like Rosada, Evans also recalled a dialogue that took place between both groups. Somewhat more recent: 1984. A Hispanic youth had been fatally shot by a police officer. Several from the Latino community met with members of the Paterson NAACP chapter, requesting support for the family of the dead youth.

Most Blacks involved in the NAACP and others, she recalled, refused to lend a hand because they felt that the Hispanic population did not really want anything to do with Blacks but were only coming to them at that time because they themselves were in pain.

> ***"Everybody's just busy on their own home turf."***
>
> **Elease Evans,**
> **president,**
> **Paterson Chapter,**
> **NAACP**

About the race for mayor, Evans said Blacks and Hispanics might join hands to elect a person of color to the position.

Now, all of this is very nice. These two community leaders are very polite, very positive in how they describe the situation between two groups that find themselves on the bottom rung of the societal ladder.

I wish I had such positive reports as these two women. As chief chaplain of the Passaic County Jail, which is predominantly populated with Black and Hispanic inmates, I recently encountered a large contingent of Hispanic inmates who balked at the thought of having to worship together with Black inmates. Can you believe such absurdity?

Blacks, who inundate most ghettos, seethe at the sight of Hispanic merchants who work day and night to maintain a business, forgetting that those same empty buildings were available had they taken a risk to invest in a particular enterprise.

In too many instances, neither group trusts the other, and the larger society exacerbates divisiveness because it sees what Blacks and Hispanics as a whole appear unable to see: that coming together would mean extraordinary power for both groups.

Perhaps readers will say, "Well, she isn't giving us much to go on concerning the alleged rift." That's because most times, all there is is an ugly undercurrent in one group about the other. Yet, for the record, everyone pretends all is well.

Perhaps one day it will be, and the finger-pointing, distrust, and ugly innuendo will cease. Arturo Schomburg would like that, thank you very much.

continued from page 4

community because they have little consequence on the most needy."

During the election, President Clinton proposed offering a $1,500 tax credit for the first year of postsecondary study for all high school graduates from families earning less than $100,000. To retain the credit for the second year, the student would have to maintain a B average and stay off drugs, defined as having no felony drug convictions. Another proposal he made would allow families paying for higher education to take a $10,000 tuition tax deduction.

All higher education advocates agree that increasing financial aid for students is needed and that concerns over the financial aid picture are justified. A recent study that tracked 25,000 teenagers over six years found that family income counts more than race, ethnicity, sex, or achievement test scores in determining the expectations and future education of the group.

The study, conducted under contract for the U.S. Department of Education by the National Opinion Research Center at the University of Chicago, focused on potential barriers to choice and access in higher education. Although a variety of interpretations is possible, lead researcher Allen Sanderson said the findings indicated that adequate financial aid could give students from low-income families equal access to higher education.

The study showed that only 37 percent of those in the lowest income group attended four-year institutions, compared to 74 percent of those students in the most affluent quarter. At least in theory, Sanderson said, financial aid could be used to help level the economic playing field.

Garza said that while financial aid issues will be a vital concern for the Latino community during this Congress, two other areas also require attention: increasing the funding for programs that prevent high school dropouts and for programs that help community college students transfer to four-year colleges. Fifty-six percent of Latino college students were enrolled at two-year colleges in 1994.

Garza called the Latino drop-out rate the "greatest leakage point in the education continuum."

Moreover, according to ACE's *Fourteenth Annual Status Report on Minorities in Higher Education*, the percentage of Hispanics aged 18 to 24 completing high school dropped four percent between 1993 and 1994, from 61 percent to 57 percent. The data on high school completion rates include students who earned either a high school diploma or a high school equivalency degree. Whites had a completion rate of 83 percent; Blacks, 77 percent, up from 75 percent in 1993.

"We're still lagging far behind our white counterparts," said Garza.

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CAMPUS SPOTLIGHT

A University for All Seasons—and for All Peoples

George Mason University, Fairfax County, Virginia

by Gustavo A. Mellander, dean, Graduate School of Education
and Nelly Maldonada de Mellander, Department of Modern and Classical Languages

George Mason University, Virginia's premier university in Northern Virginia, has established itself over the past 20 years as a magnet for an outstanding cadre of professors. They, in turn, have attracted a varied and talented student population. Given its location, a mere 20 miles from Washington, D. C., the campus reflects the exciting mixture of international and multicultural realities which permeates the nation's capital.

The university has grown at a startling rate, from 32 degree programs and 4,166 students in 1972 to 110 degree programs and more than 25,000 students today, yet its student-oriented philosophy, its attempts to customize and treat everyone as an individual, leads many a student to refer to the "small college, caring atmosphere" they find here. It thrives as a place where the excitement of change is an everyday occurrence.

The university is proud of its state-of-the-art computer network, its innovative new student/learning center, and its world-renowned performing arts center. Proud of being nontraditional, focused on preparing for the future, the university urges students to think, to challenge convention, to rethink, and to fashion their lives to become leaders in the 21st century. Hispanics are well represented, particularly in the School of Information Technology and Engineering, the Graduate School of Education, and the department of modern and classical languages.

Internationally recognized figures frequently lecture on campus. Former hostages Thomas Sutherland and Jeremy Levin; Nikita Khrushchev's son Sergei N. Khrushchev; the widow of Malcolm X, Betty Shabazz; and innumerable Supreme Court Justices, Cabinet members, Senators, Congressmen and Ambassadors have all enriched student life on campus.

Hispanic luminaries have included Carlos Fuentes, Rosario Ferrer, Isabel Allende, Samuel Betances, Jorge Luis Borges, Henry Cisneros, and Nobel Laureate Rigoberta Menchu Tun. Chicano, Puerto Rican, and other Hispanic scholars have also contributed to the university's reputation.

The diversity and quality of the professors in the Modern Languages Department has contributed to an admirable and envied increase in the number of students studying Spanish. The university's new president, Dr. Alan Merten, is a strong supporter of foreign language acquisition. He routinely urges all incoming students to study foreign languages. And goes one step further. He advises them that however many languages they may already know, they should learn two more languages before they graduate.

The Center for the Study of the Americas offers stimulating courses covering the Western Hemisphere—the diverse and connected regions, societies, and cultures of Latin America, Canada, and the United States. The Center encourages scholarly and pedagogical approaches that examine the local realities of the peoples of the Americas from their own perspectives, as well as in the context of increasing tendencies toward a global economy and culture. Quique Aviles's one-man show, *Latinhood*, and a symposium, "Globalization and the Caribbean: Women, Culture and Policy," are among the events sponsored by the center.

The university celebrated the Colombian quincentenary and hosts diversity forums. The Hispanic

> ***"The largest increase in student population at George Mason University over the last five years has been among Hispanics."***
>
> **Gustavo A Mellander,**
> **dean,**
> **Graduate School of Education.**

"Hispanics are well represented particularly in the School of Information Technology and Engineering, the Graduate School of Education, and the Department of Modern and Classical Languages."

Nelly de Maldonado de Mellander,
Department of Modern
and Classical Languages

Professional Association welcomed Guatemalan Rigoberta Menchu Tun, the first indigenous person to receive the Nobel Peace Prize.

In part because of this healthy focus on Hispanics and matters that interest them, the largest increase in student population at George Mason University over the past five years has been among Hispanics—12.3 percent.

This growth is slightly higher than the growth among African-American students, which increased by 11.1 percent, and Asian American students, 8.7 percent. Scholarship programs have been developed to afford Hispanic and other minority students fresh opportunities to tackle environmental issues of the 90s—air pollution, endangered species, loss of wetlands.

At the undergraduate level, Hispanic students are enrolled in every one of the university's 20 academic divisions. Most are majors within the College of Arts and Sciences and in business administration.

The steady growth of students in the Graduate School of Education, where a series of targeted problems have been recently implemented, are testimony to the Graduate School's commitment to diversity and service. Masters programs in 10 areas and two doctoral programs have provided Hispanics career opportunities denied earlier generations. The number of Hispanic faculty has increased five fold in the past five years.

Since 1993 the Graduate School of Education has been transformed into one of the nation's outstanding professional education and education research organizations. External funding has doubled since 1993, for an average of $80,000 per faculty member. Dramatic increases since 1993 in the overall quality and diversity of the faculty have led to national recognition for its socially and economically crucial areas of research and practice.

"Much of the strength of George Mason University," comments its president, Alan G. Merten, "lies in the diversity of its campus population, particularly the student body. The different backgrounds, perspectives and experiences that our students bring to campus expand their own horizons and greatly enhance their overall educational experience, both inside and outside the classroom.

"As we move toward the 21st century, the diversity we now enjoy on campus will continue to expand, just as it will in the region. The result will be a much stronger and healthier George Mason and a stronger Northern Virginia."

"External funding of the Graduate School of Education has doubled since 1993, for an average of $80,000 per faculty member."

Dean Gustavo Mellander

Presently, 22.9 percent of Mason's student population is comprised of minorities. Traditionally, Mason has encouraged greater diversity among all segments of its campus population. Its mission statement stresses the importance of diversity: "the university will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. . . The university will nurture and support a faculty that is diverse, innovative, and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community."

To keep pace with its growing Hispanic population, Mason has initiated specific programs geared directly and indirectly to those students. Hispanic Heritage Month, held each year from mid-September to mid-October, is the most popular in terms of overall student participation. Stimulating guest speakers, workshops, films, and culturally rich social activities held at that time attract thousands of Hispanic students, both from Mason and from universities throughout the Washington, D.C. region.

Throughout the academic year, a lecture series, "Celebrating Diversity," focuses on different cultures and the challenges minorities face in the United States. Last November, professors from the Graduate School of Education and

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Colombian Educators Travel to New Mexico for Training

Pilar Navarrete, elementary school teacher in Santa Fe de Bogota, Colombia, puts a human face on the "University for the Americas Initiative," a cooperative venture between the University of New Mexico and interested educators throughout Latin America.

She struggles to wrap the perfect English words around the hopes she has for the future of public education in her native country.

Navarrette and 30 of her counterparts are enrolled, at their city's expense, in an intensive eight-week course designed to provide them with the methodology for teaching a second language, in this case, English. Their impetus is a recent ruling by the Colombian government that English instruction be provided to all children in grades K-8.

Hers is the third group from her city this academic year to travel to Albuquerque for the training. She discusses, in English, the advantages of the New Mexico site.

"In our country, when we are trying to know English, we don't have the opportunity to learn about the culture. When we are here, we can live the culture—the food, the music, the lifestyle. In this way we can better understand the language that we are trying to speak," Navarrete said.

The course is being team-taught by professors Holly Wilson, Dr. Carolyn Olsen, Dr. Anne Marie Werner-Smith, and Dr. Fred Carrillo, and is part of the College of Education's Latin American Programs in Education (LAPE). Working with LAPE is another UNM entity, the Office of International Technical Assistance (OITEC). The two have a collaborative history that spans 30 years.

Both offices had their beginnings bringing "technical assistance" to ministries of education, explained Dr. Guillermina Englebrecht, COE associate dean and LAPE director, the idea being that American know-how would be utilized by countries like Paraguay and Honduras to help local educators improve schools.

Today, she said, the focus is on bringing Latin American educators to UNM, an institution rich in bilingualism, so they can experience total immersion in the U.S. educational system.

"We are able to do this because we have some very renowned Spanish-speaking professors at UNM who can teach in either language," explained Englebrecht, who also serves as president of UNM's Council for the Americas. "New Mexico has deep roots in Latin America. It's terribly important that we keep this contact going for matters of identity as well as economics."

The Colombian educators say that LAPE is helping their country forge a closer tie with the U.S. They plan to use their newfound English skills to help improve communication between the two countries and perhaps open doors for market opportunities.

Recent activities by LAPE and OITEC include a Master of Arts degree program in Educational Foundations, taught in Spanish to university professors from

The College of Education's Latin American Programs in Education is this semester instructing a group of public elementary school educators from Colombia. From left are: Hilda Cardenas; Aide Unas; Miguel Navarro, doctoral candidate in Education Administration from Mexico; College of Education Professor Dr. Anne Marie Werner-Smith; Pilar Navarrete; Jeaneth Casallos; and Raquel Rivera.

El Salvador, the only program of its kind in the country. Other programs are conducted for educators from Argentina, Paraguay, and Chile. The Minister of Education and Director of Planning in Honduras are among the distinguished program graduates.

The two offices also explore funding and host visits each year that might initiate future agreements between Latin America and UNM.

"The LAPE Spanish master's program has served to open up the eyes of educational administrators in Latin America to the education phenomena. The program gives them powerful theoretical and research tools they can use to better understand the role that their administrations can play for their entire country," said Miguel Navarro, a doctoral candidate in Education Administration on sabbatical from the University of Guadalajara in Mexico.

Englebrecht said bilingual professors from departments across the UNM campus have rallied behind LAPE, providing intensive one-semester internships for the Latin American educators in areas such as chemistry, foreign languages, business, medicine, sociology, law, art education, and more.

Two years ago, Engelbrecht made a trip to Ecuador with Gladis Marcema of OITEC and Theo Cervena, director of UNM's Latin American Institute, to conduct follow-up meetings with more than 100 LAPE graduates. "I saw firsthand the actual implementation of new programs in these countries based on what had been learned here. It was so heartwarming to see the loyalty to UNM. Our visit to Ecuador was one of the highlights of my career," Engelbrecht said.

The programs benefit both the U.S. and Latin America, she said. "I think it's a two-way street. OITEC personnel and College of Education faculty and students, as well as community members, are enriched by the contact with these visitors from other countries. And when they go back, they make a big impact by sharing what they've learned here with other professors and students," she said. "To me this has become more than a job. It's a source of true satisfaction."

This article was prepared in cooperation with the University of New Mexico public affairs department.

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the department of modern and classical languages led a discussion about Hispanics in the United States, exploring their successes and their tribulations. Of the hundreds of students and staff attending, many shared their own experiences of living in Northern Virginia and attending classes at George Mason.

Mason's outreach programs to local high school students provide them with opportunities and the motivation to seek careers in such fields as education, counseling, engineering, and environmental sciences. Mason's highly praised Early Identification Program (EIP), launched a decade ago, targets eighth grade students from neighboring counties. Students having the ability to attend college are encouraged and motivated to pursue a pre-college curriculum in high school. All participants within the program are minorities. More than 300 high school students are in the program at this time.

Mason expects the growth of Hispanic students to continue. The university's challenge is to continue to provide its own support of this increasing population so that Hispanic students can pursue their academic goals and become leaders in the 21st century.

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THE HISPANIC Outlook IN HIGHER EDUCATION

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The Natural Superiority of Cooperation

Hispanic Education Coalition Gaining Influence

by Ines Pinto Alicea

As hundreds of education advocates try to influence the renewal of the Higher Education Act of 1965, which governs a number of federal programs across the country, Latino advocates also will strive to have an impact.

A number of Latino organizations in Washington commit resources—financial and human—to education advocacy. Though their advocacy work as individual organizations is limited, they have joined forces under an umbrella organization, the Hispanic Education Coalition (HEC), which is slowly gaining influence in the halls of Congress.

"This organization helps us have some impact," said Rosie Torres, director of public policy for the Washington-based ASPIRA, which focuses much of its work on research and community outreach on education issues. ASPIRA's member organizations across the country provide such services as counseling, financial aid information, and training for parents on how to be more effectively involved in their child's education.

"If each organization works on its own, in isolation, we can only accomplish so much," she added.

The HEC group, though quite informal, without a budget and without any paid staff, meets regularly to discuss what individual organizations are working on, what concerns they might have about actions in Washington, and in what areas they need help and collaboration from the other members, who number nearly two dozen.

The Texas-based Hispanic Association of Colleges and Universities (HACU), the only national Latino organization in Washington dedicated to Latinos in higher education, will likely take the lead in devising strategies to deal with the White House, Congress, and federal agencies, and in developing policies to promote the advancement of Latinos in higher education.

But the other members of the HEC will play vital roles as well. They include the National Puerto Rican Coalition, National Council of La Raza, Mexican American Legal Defense Fund (MALDEF), National HEP-Camp Association, League of United Latin American Citizens (LULAC) National Educational Service Centers, Inc., Cuban American National Council, and National Association of Bilingual Education.

"We felt the need for partnering with other major Hispanic organizations, and we felt the HEC was an important vehicle to do this," said Brent Wilkes, director of policy and development for LULAC, which sponsors the largest Talent Search program, a federal educational outreach program, and provides other services to Latinos.

Jacob Fraire, director of legislation and policy for HACU and a long-time HEC member, explained that most of the Latino organizations in Washington have varied agendas. Many conduct research and provide services. Since most are nonprofits, they are limited by law in the amount of advocacy work they can do. They are also limited because they receive funds from foundations that often do not offer grants for advocacy work. Also, these organizations focus on a variety of issues, such as health, labor, language rights, and immigration, but most do assign at least one staff member the job of following education issues in Congress and at federal agencies, he said.

The National Puerto Rican Coalition (NPRC), a civil rights organization, advocates for educational issues on a limited basis for the reasons stated earlier, but the organization wants to have a role in the legislative process and has found that the HEC is one of the best ways to do just that, said Jennie Torres, NPRC's director of public policy.

"We focus on so many issues that we don't have time to concentrate on just education," said Jennie Torres. "But education is one of our major issues, and that is why we are involved in the HEC, and that is where we get most of our information."

Members said they carry a certain amount of clout in some circles of Congress, but limited resources for advocacy work, small membership bases, and efforts by Congress to further restrict the ability of nonprofits to lobby have challenged the group.

"We're credible to certain members who represent Hispanic communities, but beyond that we haven't reached that level where we have a lot of influence with other members," said Jennie Torres.

"The HEC has done a lot of positive things in getting provisions passed and defeated," said LULAC's Wilkes. "But the HEC is not in same league" as other advocacy groups. "They have staff, and they get millions of dollars pumped in to them on behalf of their cause. Because we don't have that, the community is taking a beating.

"We also don't have huge constituencies backing our efforts," Wilkes added. "LULAC has 100,000 members. It would be more helpful if we had 30 million members," he says, referring to AARP, the American Association of Retired Persons, so HEC could tell the members of Congress "if you turn against us, we're gonna turn you out."

But Wilkes said that the HEC is unique in the Latino community.

"Latino organizations traditionally have not cooperated a lot," Wilkes said. "We're like Coke and Pepsi competing for the same dollars. We need the groups to band together for a common objective, but we seem to have a hard time doing that. The HEC has done a much better job of that because we are policy folks who just want to have an impact on policy. We're not the top-level people."

Jennie Torres agreed, saying HEC members bring their strengths to the organization and find ways to bring their different constituencies together. For example, MALDEF, which is headquartered in Los Angeles, reaches out to its contacts in the West while the Cuban American National Council contacts many members

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Latino USA on a Tightwire

Broadcasting in 200 Communities across the U.S.

by Ines Pinto Alicea

As the perennial debate on whether taxpayers should continue to fund public broadcasting intensifies, a radio show that is growing in popularity among Latinos nationwide is finding itself caught up in the storm.

Latino USA, the only nationally broadcast English-language Latino news and cultural program, airs on 200 radio stations across the country. The weekly half-hour show was created in 1993 by the Center for Mexican American Studies at the University of Texas at Austin and is produced jointly with the university's radio station, KUT-FM Radio.

The Corporation for Public Broadcasting has been a major source of support for the program, according to Christina Cuevas, *Latino USA*'s executive director. "One of the challenges we face is this environment of whether tax money should support public broadcasting. We're on notice, so we've been cutting back."

Cuevas said the program has other supporters, including the Ford Foundation, the National Endowment for the Arts, the University of Texas at Austin, the National Public Radio Information Fund, the ARCO Foundation, Anheuser-Busch Companies, Inc., the Coca Cola Company, Inc., and *Hispanic* magazine, but finding additional sources is important and is a constant struggle, as it is for any public broadcaster.

Maria Emilia Martin, executive producer of *Latino USA*, said most minority public programs tend to struggle more than do other public broadcasts because the minority programs often are newer and less established.

She said too that in the past some Latino radio programs were of such poor quality in sound and content that it was difficult for them to garner funding. *Latino USA* strives for the high quality of National Public Radio broadcasts so that it earns the respect and support needed to keep the funds flowing.

Cuevas and Martin are optimistic. They want to expand the program to one hour and increase coverage of Latin American issues. "Latin America is a big void in the U.S. media," said Martin. "There is no consistent coverage."

Cuevas also wants to expand the number of radio stations that air the program, and has already succeeded in getting the show broadcast in Europe through the Armed Services Radio and Television Network.

Fifty-two shows per year are created and delivered on a budget of nearly $750,000 by a staff of two producers, a technician, and a host, Maria Hinojosa of National Public Radio fame. Hinojosa, who is based in New York, reports regularly for NPR's *Morning Edition*, *All Things Considered*, and *Weekend Edition* shows.

Though the show is produced by professional journalists, students from the university play an important part, assisting in all aspects "to see up close how a national production is done," said Cuevas. Freelance reporters from across the United States contribute stories for the show.

The show has a magazine format. The first five minutes provide a summary of the week's news. Three feature segments follow, two on public affairs issues and one on a cultural issue, perhaps showcasing a new book or author.

Within the segments, themes and structure vary. In one forum, Latino leaders discussed the forces that advance and impede unity between and among Latino groups. Another show featured a youth speak-out on the 1996 presidential election. A co-production with Youth Radio, of Berkeley, Calif., the program offered perspectives of young people across the country on topics including voter participation, partisan politics, affirmative action, immigration, and the economy. Another show focused on Latino victims of the terrorist bombing in Oklahoma.

"Latin America is a big void in the U.S. media. There is no consistent coverage."

Maria Emilia Martin, executive producer, *Latino USA*

Cuevas said *Latino USA* tries in national stories to find that angle that would be of particular interest to the Latino community.

"We look for that unique perspective on issues that people care about, that are timely, and that you wouldn't hear anywhere else," she said.

The funding challenge is not the only one the program faces. Cuevas said the pool of talented and trained Latino broadcasters is limited. She and Martin are on a constant crusade to encourage more Latino students to consider careers in broadcasting. Martin said that being situated on a university campus is a real advantage in their efforts to recruit Latinos into the field of public broadcasting.

"Latino students are absolutely re-energized by seeing a professional operation that talks about them and is run by them," Martin said.

Initially, *Latino USA* was launched locally but quickly garnered grants to air nationally a show that appealed to English-dominant Latinos, a population that is often forgotten by the media, Cuevas said.

"That population is looking for something that speaks to its interests," said Cuevas.

Serving a population of diverse backgrounds can be tricky, she said, but she and her staff strive every week to balance the different perspectives.

"Clearly there are tensions," Cuevas said. "But people play that up too much, that we are so against each other."

"These programs will provide listeners with in-depth reports illustrating the diversity of issues critical to different Latino origin and age groups, as well as themes that unite this growing population, and efforts to forge a unified voice," said Cuevas.

Martin said that while the number of Latino listeners of *Latino USA* is growing, the show's primary audience is non-Latino. One of the show's primary goals is to promote cross-cultural understanding among Latinos and also between Latinos and non-Latinos. Appealing to the non-Latino audience adds another challenge.

> ***"We look for that unique perspective on issues that people care about, that are timely, and that you wouldn't hear anywhere else."***
>
> **Christina Cuevas,**
> **executive director,**
> ***Latino USA***

"We don't want to divide people, and we don't want to present a reality that is separatist," Martin said.

Instead, the show tries to deepen the public's understanding of the Latino community, its many facets, the culture, and the issues that are of concern, Martin said. "The show gives Latinos a voice. There really is nothing else that is a consistent vehicle for Latino political perspectives, arts, and culture. It is important for the health of a society to have all of its members reflected in the media."

Gilbert Bailon, a newspaper editor in Dallas, Texas, and former president of the Washington-based National Association of Hispanic Journalists, praised the program for its "range, depth, and breadth of issues covered that are not available on mainstream radio or TV or in print." His organization honored the show in 1996 with a President's Award for Excellence in programming.

"The show has developed a pioneering sound for radio listeners and continues to grow in visibility and audience recognition," he said.

For more information on *Latino USA*, send e-mail to lusa@npr.org or http://www.utexas.edu/coc/kutlatinousa/.

Plugging into the College of the Future

by Joyce Luhrs

What's ahead for colleges in the next century? Virtual reality and cyberspace. Holographic classrooms. Surfing the net. More schools without walls.

Jennifer Jarratt of Coates and Jarratt, Inc., a futurist company based in Washington, D.C., foresees universities expanding their markets, increasingly using distance learning and other forms of information technology to reach students outside of their geographical area—students who can't come to the campus.

"With distance learning, universities can serve students all over the world," says Jarratt. "Some of the most enterprising areas of higher education are in Australia and the Pacific rim countries, which don't have access to a growing number of students. They recognize that the countries around them are underserved by their educational institutions and can't meet the educational needs of their constituents," she continues.

According to Jarratt, if current trends continue, colleges of all types will witness an increase in adult students. "In the past, we haven't seen them as a proper market. The problem is they're not free to come to colleges during the day, and professors don't like to teach during the evenings. Professors will have to do this," says Jarratt.

She predicts that over the next 20 years, postsecondary institutions will evolve and become more available to students of all ages. "We will see changes in the institutions, state law, and state attitudes," she notes.

G. Parker Rossman concurs that changes will occur in higher education, with distance learning the wave of the future. "Distance education via electronic telecommunications is going international quickly. We see a great deal in the Hispanic world outside of the U.S. There are excellent programs in Brazil and Costa Rica. The question remains to what degree the invisible on-line university is prepared to deal with the real needs of students. All education will be tailored to meet the diverse needs and talents of each student," he says.

Those who don't speak English or another language well, he projects, will use distance education via telecommunications to download material, then play it over and over until they understand it. "Automatic translation materials will be available," he adds.

Rossman, author of *The Emerging Worldwide Electronic University*, and working on a sequel, sees the future of postsecondary education aligned with distance education.

"We will serve those who can't afford to come to a campus. Students won't need to drive a long way. They will work from a computer at home," he notes.

Students who can afford it will live on the college campus, but they will find a very different kind of college environment. "It will focus more on counseling individuals and will be more seminar oriented. Lectures will be presented on videodisc. Professors can bring in lectures on-line," said Rossman.

Jarratt noted that technology will help many educational institutions in several Asian countries that can't meet the needs of their students. "But by opening up to the Internet and developing customized programs that deliver the coursework at the required time, their students' needs can be met. Information technology makes it all possible. For example, if you wanted to get a degree at Oxford University in England, you could get it without attending the institution. Higher echelon institutions

> **"With a large Hispanic-serving population in the U.S., colleges and universities should have an alliance with a large Hispanic college elsewhere."**
>
> **Jennifer Jarratt,**
> **Coates and Jarratt, Inc.**

like Harvard and Oxford might not have to compete immediately. However, the economics might require that they get involved at some point. They could market a special session at these institutions without making it be all of your degree," she says.

The average state institution will take advantage of its technological capabilities and satellite stations to reach a wider, broader audience, but will have to maintain quality standards. Graduating from a university will mean becoming a peer with others at a particular level, demonstrating accomplishment within a discipline.

Jarratt believes that universities would have to watch the educational goals that are achieved through distance learning. "Graduates will have to show something for their learning. They will have to show that they have been recognized by their peers as having mastery in a particular field."

Jarratt believes that initiatives and policies are needed to make technological advances available both to the well-off and to the poor. "We need some initiatives for universal access. We need to hook up everyone in the public library and in post offices," she says.

"By the year 2025, people of Hispanic background will be fully drawn into U.S. society."

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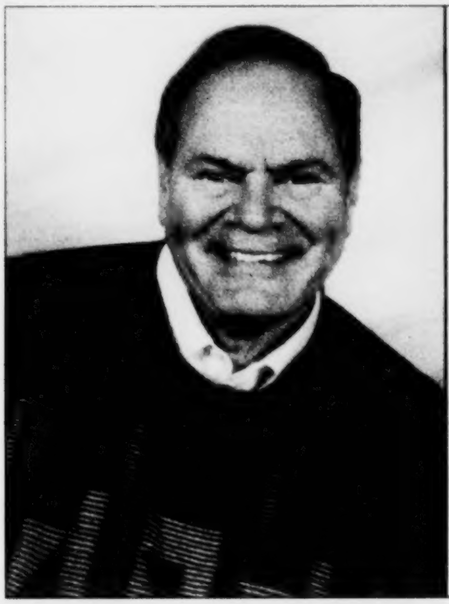
Jennifer Jarratt,
Coates and Jarratt, Inc.

She points out that community colleges have always been more entrepreneurial and willing to address educational needs in their particular communities. "They are more willing to listen to the customer and find out what is needed. They are already the leaders in this area," she says.

Rossman predicts that community colleges will continue to work with students who live nearby, with these institutions bringing in different resources to meet students' needs. "They will be more able to deal with all kinds of students. The community college has to be oriented to meet the needs of the people in its geographical area and work with people of all ages, cultures, and languages, which hasn't been easy in the past, with limited resources. All that's new on the Internet and the World Wide Web networks will be available to them," he said.



"State-run schools are teaching how to use technology in practical demonstrations. These schools will be more important to business [than will ivy league schools] because business needs people who have practical experience."

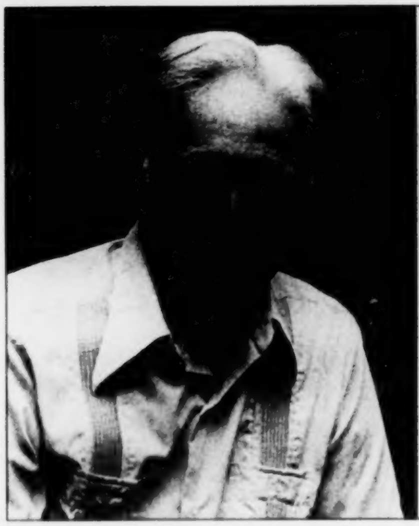
Marvin Cetron,
president,
Forecasting International

He sees the university of the future as a global institution, "more oriented to the particular individual and organized more around basic problems of society. The present university is oriented around subject areas. Working together on a global basis, the problems that the world addresses are interdisciplinary. To solve world problems, such as hunger, requires bringing the great minds in the world together through research. Junior high school students will need to learn how to do research of their own, and as they move up the educational ladder, they will be working with other prominent researchers," says Rossman.

He presents the idea of a "world brain" where everyone is working to solve the same problems. "This will make it possible for students to participate and conduct research around the world via a worldwide electronic university," said Rossman.

Futurist Marvin Cetron, president of Forecasting International and co-author of *Educational Renaissance*, says that in their teaching, teachers and professors will have to be oriented toward the practical. "Businesses will look at experiences of a student on a practical level, not just at the knowledge they acquire. Ivy league schools are teaching knowledge for the sake of knowledge. But the state-run schools are teaching how to use technology in practical demonstrations. These schools will be more important to business because business needs people who have practical experience," he said.

Jarratt believes that postsecondary institutions will have to develop alliances with other institutions to address the lower educational level of many



> **"All education will be tailored to meet the diverse needs and talents of each student."**
>
> **G. Parker Rossman, author, *The Emerging Worldwide Electronic University***

Hispanics coming to the United States from parts of Mexico and Central America.

"They still will have difficulties in higher education over the longer term," says Jarratt. "It is in the United States' national interest to improve the economy of Mexico. This will require more alliances with colleges and universities in the U.S. and Mexico.

"With a large Hispanic-serving population in the U.S., colleges and universities should have an alliance with a large Hispanic college elsewhere. This will help to bring into play the natural education—the cultural and historical roots of those groups, and this natural education will be broadened for colleges serving Hispanic communities," said Jarratt.

Jarratt predicts that by the year 2025, people of Hispanic background will be fully drawn into US society. "This is similar to the Italians. They brought their own culture, and it will be a lot easier to integrate all of that into the larger society, especially when they realize they're not limited to what is taught at a university. They can take what's taught at another institution," she said.

Cetron sees education as the key for Hispanics to achieving financial success in a capitalist society. "We need to have people think in a broader sense. Those who aren't computer literate will not be able to make it in the next century. We will have the college without walls because students will learn using the Internet. We have to get kids computer literate quickly. We must create a *Sesame Street* equivalent of a computer literacy program for kids," he says.

Much remains to be done to bring technology into schools and make the buildings accessible electronically and to train teachers how to use electronic learning in their classrooms.

"We require some more output from the K-12 system to get young people up to par to prepare for higher education. Some initiatives are going around the country to bring more of K-12 into the electronic world. Many of the buildings aren't configured for technology. They don't have the systems to move in a plug immediately," says Jarratt.

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in Florida, and the National Puerto Rican Coalition canvasses members in the northeastern part of the United States to pressure members of Congress or influence education legislation on behalf of Latinos, she said.

"Everybody chips in," she said, adding that this means at times one group offers to make copies while another makes phone calls or sends faxes.

Jennie Torres said the HEC helps not only the Latino community have a voice on education issues in Washington but also helps many young Latinos learn about advocacy work. The HEC is a blend of veteran activists, knowledgeable about the workings of Congress and the details in education legislation, and of novices, who often are feeling overwhelmed by the rush of legislative work.

"If you are coming in new, you have a lot of catching up to do," she said. "There is not much room for explaining things. But it is a great learning experience."

Group members admit that it would be nice to have a staff and a budget so the organizations could concentrate more on advocacy work and boost their influence in Congress.

"If there were one staff person funded just for HEC, that would be of help," said Jennie Torres.

But they are quick to note that there is little room for a separate organization dedicated solely to advocacy work on education issues on behalf of the Latino organization.

"We need to support and strengthen those organizations that exist," Rosie Torres said. "If we keep creating new organizations, it siphons off the resources that exist."

And in This Corner, Mayor Debbie Jaramillo...

Feisty Activist Restoring Santa Fe

by Michelle Adam

Santa Fe's Mayor Debbie Jaramillo is the only one of seven siblings without a college degree. "I used to say that college would destroy all that great common sense I had," said Jaramillo.

As the first woman mayor and first grassroots mayor of Santa Fe, N.M., a high school dropout who earned her GED a few years back, Jaramillo has become a role model and teacher for groups throughout the country. Although she believes that higher education opens doors, she has proved that Hispanics and women like herself don't need to wait for degrees to engage in politics and speak their minds.

This once-shy secretary and mother of three began her career in politics 15 years ago, when she felt it was time to speak to the needs of Santa Fe's long-term but silent Hispanic community. "Natives traditionally don't oppose things....We have always had that live-and-let-live attitude," said Jaramillo. "But I started using the slogan, 'You're welcome in our home, but don't rearrange the furniture.'"

She joined her husband in protesting the development of condos on neighborhood park property and heavy commercial use of historic residential property in their predominantly Hispanic west-side community. Their concerns went unheard by the council. After a three-year mobilization against a proposed five-lane highway through their neighborhood, Jaramillo ran for a council seat and won.

"I saw the need to speak up for a lot of people...for the history and culture of Santa Fe that were being lost," said Jaramillo. She and others had become tired of watching long-term Hispanic residents and 386 years of Santa Fe's culture being squeezed out of town by over-inflated real estate prices (nearly $200,000 homes on average) and high-end tourism. In the last decade, Hispanics have become a minority in this Sangre De Cristo Mountain city, and the humble downtown streets of music and of "abuelos" sitting on park benches have been replaced by high-priced galleries and wealthy transplants who came to Santa Fe to escape a competitive world.

Jaramillo was described as a "voice in the wilderness" by the local Santa Fe *Reporter* after winning her first council seat in 1988. She fought local development and irresponsible growth, not through academic understanding of the issues, but through direct experience of growth's negative effects on her community. What she lacked in formal education, she learned through trial and error, as well as from her husband and political partner, who had 17 years experience in government. And when other councilors told her that she wasn't up to speed to serve on committees as important as development, Jaramillo merely explained, "I was as much up to speed by virtue of growing up in town and listening to the people."

Jaramillo has become a voice for cities and towns nationwide that are equally concerned with losing their culture and sense of community. She has boldly placed community values ahead of the commercialism that drove so many of her neighbors out of Santa Fe. And although her agenda was unpopular and bolder than some would have liked, in 1993, Jaramillo successfully moved from a five-person grassroots team to becoming the first Latina mayor of Santa Fe.

"I ran on issues," said Jamarillo, sitting in the mayor's office in her typical cowboy boots and black jeans. "Throughout the campaign people were saying, 'she doesn't have a chance.'" Her unexpected win drew attention nationwide, from the *Los Angeles Times* to the *Wall Street Journal*. "She was a hero to the women. She was all the things Hispanic women weren't supposed to be," said local gallery owner Lena Bartula.

"I saw the need to speak up for a lot of people... for the history and culture of Santa Fe that were being lost."

Debbie Jaramillo,
Mayor,
Santa Fe, New Mexico

As mayor, Jaramillo has already helped more than 1,000 locals afford homes, and she has built an initial one hundred units of affordable housing on 800 acres of land, called "Tierra Contenta." Her achievements have surpassed most expectations, from purchasing local water rights and downtown land for the community, to preparing an industrial park and business incubator for start-up businesses. Jaramillo has implemented a successful youth mural program to attack graffiti and has begun preparations for a day-care center for children of city employees and low-income parents.

Although what some might call her unpolished comments and lack of finesse have created enemies locally, Jaramillo has received extensive attention nationwide from institutions of higher education and from community organizations. Invited to speak at Harvard's "Mayors' Institute on City Design" about her successes in affordable housing, she described it as "sitting in a room full of degrees I could never add up in my lifetime." But, she added, "I didn't let it intimidate me."

Jaramillo has addressed groups at the University of Colorado and at Highland University in Las Vegas, N.M., and was invited recently to speak at California's Polytechnic University in Pomona. When graduation ceremonies at La Raza University of New Mexico featured Jaramillo as keynote speaker, students described her presentation as "the most powerful speech about what Hispanics had lost as a community."

Jaramillo thinks it odd that she is teaching universities what might be missing in their curricula. "I find it interesting that all these universities have asked me to speak," said Jaramillo. "Do I have something to offer that they don't have?"

Jaramillo travelled to Washington, D.C., to receive an "Innovations in American Government for '96" award from the Ford Foundation and Harvard's John F. Kennedy School of Government.

"She was a hero to the women. She was all the things Hispanic women weren't supposed to be."

Lena Bartula,
Santa Fe gallery owner

She also received an international "City of Vision" award for her emphasis on youth and will be getting yet another award from the National League of Cities for affordable housing successes. Aside from awards, Mayor Jaramillo has addressed grassroots, women's, and Hispanic organizations throughout the country, talking about maintaining community and rebuilding pride and power among underrepresented groups.

"We've lost a lot of our language. We've assimilated so much into the dominant culture that we're losing who we are," she said.

As mayor and spokesperson, Jaramillo emphasizes the importance of bringing the values of Hispanics and women into the forefront of politics—the values of family, community, cooperation, sharing, and caring.

"We have a lot more power as women and Hispanics if we get into the political levels," argues Jaramillo. "We can spread our values and our way of life into the larger community."

"It is not how smart we are. It is about how we are smart."

Debbie Jaramillo,
Mayor,
Santa Fe, New Mexico

On Jaramillo's recent trip to San Antonio, Texas, to receive an award in housing, a Latina told her how she had been inspired to run for local office by Jaramillo's example. "This Hispanic woman told me that I inspired her by merely standing up to criticism," said Jaramillo.

Ten years in politics has opened doors for the mayor in ways that she never dreamed of as a youngster. Jaramillo grew up with heroes such as Martin Luther King, Jr., and Dolores Huerta. She was taught, though, to "dream of big men" instead of dreaming big dreams.

"There are great needs to change those so-called traditions of women, and to affirm the true tradition of strong, active women," she says.

Whether serving as a positive example for locals or to groups nationwide, Jaramillo demonstrates that value exists at all levels of education and achievement.

"All we have to do is figure out what we need to do best to fit in. It is not how smart we are. It is how we are smart."

Life, Liberty, and Cruising the Net

Taking Technology to the Streets

by Roger Deitz

Remember the bookmobile? Back in the 1950s and 1960s, many libraries took to the streets in bus-like book-laden vehicles to bring literacy to the community. These traveling resource centers on wheels were an innovation that helped countless inner-city, suburban, and rural readers access information. A bookmobile took the library to the people, especially to those who were neither able nor inclined to get themselves to the nearest branch. Like the Good Humor Man's truck, the bookmobile drew an eager constituency that learned its routes and schedules and looked forward to its visits. The greatest beneficiaries of the bookmobile innovation were senior citizens, minorities, the poor, and young people in general.

Well, time marches on! This past fall, a Texas university started taking state-of-the-art communications technology on the road with its NETmobile, a 38-foot trailer containing nine personal computers linked to the Internet via satellite. The Netmobile project is the first in the country to use wireless technology for providing Internet access, a feature that makes it possible to surf the net from even the most remote rural areas.

"This vehicle is unique—you could put the NETmobile down in the middle of the Belize jungle and use it. It has its own generator that operates on diesel fuel. As long as they can get fuel to you, you can interact with people anywhere in the world. This opens up tremendous opportunities for third world countries, everything from e-mail and distance learning to telemedicine and sophisticated engineering."

High-Tech Road Show

The NETmobile, a fifth-wheel trailer equipped with nine personal computers, is bringing the Internet to rural areas throughout South Texas using unique satellite technology. Pictured inside it, from left, Ramesh Srinivasan and Roland Arriola.

So says Roland Arriola, executive director of the Center for Entrepreneurship and Economic Development (CEED) at The University of Texas-Pan American, and director, too, of the University's Office of Center Operations and Community Services (COSERVE).

The purpose of the NETmobile, he says, is to educate the public about the hi-tech information superhighway and the benefits it brings in all fields of endeavor, from education to industry. The center plans for the NETmobile to travel to rural areas in south Texas, primarily in the Rio Grande Valley. There the mobile facility will introduce rural business owners, farmers, government officials, and interested residents to the usage and utility of on-line technology.

The NETmobile will also visit the Valley's urban areas, on request. Project leaders believe that urban populations could benefit greatly from technology that is now logistically and financially beyond their reach.

Arriola reports that the university will follow through with other resources to help NETmobile recruits benefit from the new mode of communication and interaction. In the case of schools or businesses, the project will also endeavor to help them obtain the requisite technology. "But the first thing we have to do is expose the public to the information superhighway and how it can be of benefit to them," Arriola stresses.

"The purpose of the NETmobile goes back to the technology haves and have-nots," said Ramesh Srinivasan, director of international trade and

"The purpose of the NETmobile goes back to the technology haves and have-nots."

Ramesh Srinivasan,
director of international trade and technology,
COSERVE

technology for COSERVE. "It's part of the university's outreach program to get to those areas that lack the basic infrastructure. Some lack basic phone lines, let alone having computers. Those are the people we want to target, to give them access.

"This is not going to be one of those one-stop deals. It's going to be very dynamic. As we make trips to all of these rural areas, we will assess where the maximum demand is for this technology, and we will focus on those areas." Srinivasan predicts that users of the NETmobile could range from high school students who might access immediate information about colleges and universities to job-seekers who could apply for work on-line.

The service area will include the Rio Grande Valley Rural Empowerment Zone. Instruction will be in English or Spanish and will show the users how to access and use the information available on bulletin board systems, the Internet, and the World Wide Web. The goal is to help the participants develop the skills to implement and use the technology in their workplaces and lives.

"What is really significant about the NETmobile is that it is the first of its kind in the nation," Arriola points out. "There is no other mobile unit similar to this that is totally wireless and has two-way Internet transmission. The NETmobile makes use of satellite technology that isn't even commercially available yet and won't be available for another year."

Funding for the NETmobile was provided through a $171,764 grant from the U.S. Department of Commerce's Telecommunications and Information Administration and from corporate partners ACS Dataline, Dell Computer, Intel, Hughes Network Systems, and Southwestern Bell.

Arriola concludes, "I predict that in the future, you will see them all over the country. Ultimately, most school districts across the country will have one of these units as part of their mission to educate. They can also be used by business, industry, medicine, public health groups, and so on."

Srinivasan agrees, adding, "This is the first one in the nation, but we don't want it to be the only one of its kind. We want to encourage others—agencies, entrepreneurs, higher education institutions, even others at UT Pan American. The success of this project could lead to every state having its own NETmobile."

"The NETmobile makes use of satellite technology that isn't even commercially available yet and won't be available for another year."

Roland Arriola,
executive director,
CEED

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Distinguished Scholar, Gifted Teacher, Articulate National Voice

Arturo Madrid Wins Frankel Prize

by Amelia Duggan

Late one fall afternoon, with just a few days notice, a small group of professors, students, university staff and local writers meets informally in a comfortable meeting room on a campus. They gather to hear an award-winning Chicano poet read from his work. They are drawn to the event by an invitation from a man who has the power to get people excited about ideas. Arturo Madrid, Trinity University's Norine R. and T. Frank Murchison Distinguished Professor of the Humanities, has that rare gift. And he has used it throughout his career in higher education, especially to give Latinos, other minorities, and women a voice in American society.

His life's work has earned him many honors over the years, but perhaps none larger than an award given at the White House. Madrid is a winner of the Charles Frankel Prize in the Humanities, an award sponsored by the National Endowment for the Humanities, and given each year since 1989 to five individuals who have made outstanding contributions to the public's understanding of history, literature, philosophy, and other humanities disciplines.

Madrid was selected for his pioneering scholarship on Chicano literacy and cultural expression and for his role in developing the intellectual resources of the Latino community.

"An entire generation of Latino academics at the nation's top universities owes some part of its success to Arturo Madrid's work," said Clinton, adding that Americans of Hispanic heritage are the "fastest-growing group of our future citizens," and thanking Madrid for the impact of his work on generations to come.

Honored this year along with Madrid were television journalist Bill Moyers, poet laureate Rita Dove, historian Doris Kearns Goodwin, and political philosopher Daniel Kemmis. Past honorees include writer Eudora Welty, news correspondent Charles Kuralt, historian Shelby Foote, and documentary film-maker Ken Burns.

"It is extraordinarily exciting and heartwarming to be chosen for this honor," Madrid said. "It is wonderful to be in the company of individuals who have made such important contributions to the humanities."

Charles Frankel (1917-1979), who had a varied career as philosophy professor, cultural diplomat, and humanities administrator, ardently advocated a civic role for scholars. His ideal was the humanist as citizen—the scholar willing and able to participate in "the effort to find coherence, to restore a sense of continuity and direction," as he put it, in a modern world that lacks "connectedness," and to bring into the public arena the insights of the humanities.

Each year, the Frankel Prize winners are chosen from nominations submitted by state humanities councils, museums and historical societies, libraries and archives, public television and radio stations, and colleges and universities. The National Council on the Humanities, advisory group to the NEH, reviews the nominations and makes recommendations to the NEH chairman, who makes final selections. The President and First Lady bestow the award in a special White House ceremony.

"The arts and humanities are essential to our growth and renewal as a people," said President Clinton about the honor. "Through these awards we commemorate the contributions of distinguished artists and scholars whose work reflects the strength and diversity of America's cultural heritage."

"American society needs to hear our voices. Experience our creations. We are still at the margins of U.S. institutional lives. We need to become an explicit part of these institutions."

Arturo Madrid, recipient of the Charles Frankel Prize from the National Endowment for the Humanities

Madrid's career could easily tire three workaholics, but he continues to be motivated by what he calls his "personal praxis." Like a magician, he is concerned with making things appear from out of thin air. In his case, it is taking minorities, "marginalized people, missing persons," and making them not only visible but active participants in society.

He has worked on this goal for more than 30 years—in higher education, in the federal government, as the director of a not-for-profit organization, and as the founder of an institute on policy studies.

"Arturo Madrid is a distinguished scholar of the humanities, a gifted teacher, and an articulate national voice for the impact of Hispanic life on American culture," said Ronald Calgaard, president of Trinity University. "Through his numerous essays and speeches and his service on boards and commissions, Madrid has given a voice to the concerns of the Latino community…"

Madrid calls the Charles Frankel award a validation of his work and recognition of the significant contributions of the Latino community. He deems it critical that those contributions be fully integrated into the country's artistic and cultural life.

"American society needs to hear our voices. Experience our creations. Learn about our cultural expression. We are still at the margins of U.S. institutional lives. We need to become an explicit part of these institutions," said Madrid.

Madrid's essays, published in the first journal of Latino studies, *Aztlan*, helped lay the foundation for Latino literary and cultural studies. As director of fellowship programs of the Ford Foundation and of the National Chicano Council for Higher Education, he helped form the first significant generation of Latino academics to obtain tenure at the nation's research institutions. He also helped create the College Board's National Hispanic Scholar Achievement Program, a top academic recognition program.

Madrid graduated with honors in Spanish from the University of New Mexico-Albuquerque, and was elected to Phi Kappa Phi, the national scholarship society. He was the first Hispanic to be awarded the prestigious Woodrow Wilson Fellowship for graduate study. He went to the University of California-Los Angeles, to complete his graduate work in Hispanic languages and literatures.

He began teaching at Dartmouth College in 1965, at a time when he was distressed over the lack of Latinos in higher education. "There was nobody that even remotely looked like me or had a name like mine," says Madrid. "I realized Latinos were absent, generally, across culture."

"An entire generation of Latino academics at the nation's top universities owes some part of its success to Arturo Madrid's work."

President Clinton

He worked actively to attract more minorities to higher education. At Dartmouth, he participated in activities to get African Americans, Native Americans, and women enrolled on campus, and served as an informal counselor to them. He became involved in other social causes, including the anti-Vietnam War movement and support for farm workers—issues which stirred his sense of social justice.

In 1970, Madrid joined the University of California in San Diego and became part of the founding faculty of the Third World College, one of the first colleges to recruit minority faculty to teach minority students.

Three years later, he joined the faculty of the University of Minnesota to teach Chicano studies, Spanish, and Latin American literature. He spent the next thirteen years, off and on, at the university. Madrid became one of the first Chicanos to chair a major department at a university. He also served as executive officer and associate dean of humanities and fine arts of UM's College of Liberal Arts.

In 1975, Madrid took a leave of absence to direct the Ford Foundation's

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Graduate Fellowship Program. "I was responsible for selecting the best academic talent in the Latino and Native American communities, sending them off to graduate school to become academics," says Madrid.

In 1980, Madrid was picked to direct the Fund for the Improvement of Postsecondary Education and the Minority Institutions Science Improvement Program, inside the U.S. Department of Education. He would later stay in Washington working as a consultant on educational issues.

In 1983, Madrid made a trip to Trinity University and met President Calgaard. His trip was on behalf of the National Chicano Council of Higher Education, which he co-founded, and the meeting was arranged by Tomas Rivera, a friend of Madrid's. About a year later, Calgaard called Madrid and invited him to become one of the University's visiting distinguished professors.

"But Tomas died that spring, and Tomas had been trying to get this institute for policy studies on Chicano issues going and I was identified as the person who could do that," says Madrid.

"So when he died, I acceded to that. I went off to California to found the institute." Named the Tomas Rivera Center, it became the first of its kind on Latino issues. Madrid was the center's director for nine years. The Trinity University connection continued when the Tomas Rivera Center opened its Texas office on Trinity's campus in 1988.

In 1993, Madrid accepted Calgaard's invitation to return to academic life and became one of Trinity University's distinguished professors.

"I am, in a sense, a work-a-day intellectual. I'm engaged in a range of political and intellectual issues facing Latinos and American society. My principal activities are and have been to elevate the discourse on the challenges facing Latinos in American society and to assure that the historical experience and cultural expression of the Latino community are seen as valid and legitimate aspects of American life," says Madrid.

"Not many of us have a chance to be rewarded for our efforts. I was very fortunate. We as Latinos need to honor those individuals who work to integrate diversity into the arts and humanities, to say 'bravo' for their contributions."

Madrid makes a plea for honoring achievers while they are still living.

"Recognition is the fuel that keeps us going."

This story prepared in cooperation with Russell Guerrero of the Trinity University Office of Public Relations.

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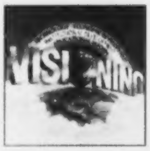

This year's Anaheim convention of the American Association of Community Colleges, its 77th, is bringing a much-needed commodity to Hollywood turf—an earnest, across-the-board commitment to inclusion. Let's hope it takes root there.

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Names, phone numbers, addresses, traditional and on-line, are here to benefit any Hispanic reader who is or hopes to become a student.

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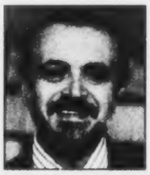

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College Life Begins at 40?

Older Students Fastest Growing Segment

by Ines Pinto Alicea

Lawmakers in Washington are beginning to notice the growing population of college students over the age of 40 and will likely take some action in addressing their educational needs as Congress starts revamping the Higher Education Act and other important education legislation.

Already President Clinton has said he will attempt to expand eligibility for Pell Grants to financially independent students. This could mean additional funds for older and/or part-time students. Only 27 percent of undergraduates over 40 receive some form of financial aid. Their average aid package is about 40 percent lower than that of students 18 to 24.

Colleen O'Brien, managing director of the Washington-based Institute for Higher Education Policy, said such attention is needed. Students over 40 represent the fastest-growing age group in postsecondary education.

Between 1970 and 1993, their enrollment in higher education grew 235 percent to an estimated 1.6 million, she said. The percentage of 40-plus students increased from 5.5 percent of total higher education enrollment in 1970 to 11.2 percent in 1993. Moreover, as the young Hispanic population in the United States ages, more of these over-40 students will be Hispanic.

"As the new century approaches and as the U.S. population continues to age, today's older students might be foreshadowing what the future holds for education and training that occurs after high school," said Ernest T. Freeman, president of the Education Resources Institute, Inc., in Boston, co-author with the Institute for Higher Education Policy of a recent study, *Life after Forty: A New Portrait of Today's and Tomorrow's Postsecondary Students*.

"In turn, that education and training could have a profound impact on the nation's overall economic and social well-being," said Freeman.

According to O'Brien, lawmakers are starting to see that potential impact. She suspects that with the reforms that were enacted last year, reforms that stiffened requirements for welfare, lawmakers will be looking more closely at educational programs that serve adults to fill some of the gaps. While it is important that lawmakers and institutions of higher education begin to address the needs of older students, too many lawmakers still do not understand what the needs are. She hopes the study put together by her organization and the Education Resources Institute will clarify the issues.

The needs of 40-plus students differ from those of traditional students, generally age 18 to 25, in several ways, O'Brien said. The older students are more likely to work full time (57 percent), study part time (79 percent), and have family commitments. They require class schedules, faculty office hours, and student services—such as career counseling and tutoring—offered at hours that don't conflict with the work day. Otherwise, studying is not possible. Many also require assistance with child care.

The study found that these students responded particularly well to distance learning programs where they could use interactive television or computers to "attend" class miles away from the campus.

Moreover, many older students return to school following a specific event—divorce, for example, or job displacement—and for a specific purpose such as career enhancement or personal growth. These factors tend to make them more motivated, the study found. Many are facing expiring job skills at their so-called occupational half-life; thus they have a readily perceived economic stake in furthering their education, the study found.

"This study sends a message to institutions of higher education that they need to be aware of this trend and prepare for it," O'Brien said. "There is a lot of opportunity in these students. They are in the classrooms because they want to learn, and they have a lot to offer. While they might require some additional time and different attention, they are well worth it."

While many of these older students received better grades (40 percent said they received "mostly A's" compared to 9 percent of those 18 to 24), it often took them longer to complete a degree because of time constraints, said the study, which was based on data from the U.S. Department of Education, American Association of Retired Persons, American Society for Training and Development, the U.S. Departments of Commerce and Labor, and the American College Testing Service.

Universities interested in catering to older students must not only offer flexible course schedules and varied student services, but they also must address recruitment differently. Some universities already conduct outreach efforts at the kinds of sites frequented by adults. These include work sites, public libraries, shopping malls, and churches, the study said. Moreover, many institutions are adopting admissions criteria for older applicants that stress experience and skills learned in prior academic training, offer special admissions policies, or waive certain requirements.

The study said people over the age of 40 represent more than 40 percent of the U.S. population, already have a major economic and social impact on the nation, and will have an impact on postsecondary education.

"The demographic wave of students over 40 could overwhelm the current infrastructure of traditional higher education institutions, especially when combined with the baby boom 'echo' of students who will begin enrolling around the year 2000," the study said.

But David Merkowitz, a spokesman for the Washington-based American Council on Education, said that while the population of older students is steadily growing, the younger, traditional students will remain an important constituency for many higher education institutions.

"It would be tempting to overblow the impact of the older students, but they are not displacing the younger students,"

continued on page 19

¡Arriba Eribes!

Southwest Architect Has International Designs

by Jana Rivera

For Richard A. Eribes, the new dean of the College of Architecture at the University of Arizona, being an architect means more than designing buildings. Eribes believes great buildings come from understanding the people who are going to use them—understanding their aspirations, their needs, and their backgrounds.

"I've been forever fascinated with the continuity of design and architecture and how the history of a place and the culture of a place all inform the creative process," he says.

Eribes has researched and written about many social issues that have an impact on architectural design and urban planning. His areas of specialization include environmental psychology, facilities management, strategic planning, and housing policy.

He credits his behavioristic approach to architecture to his personal background.

"My work with affirmative action or employment in municipal government helped me understand a whole series of situations about housing conditions and community structure," says Eribes, "and what was preventing some things from happening and encouraging other things to happen."

He grew up in a predominantly Hispanic neighborhood of East Los Angeles, where his family had moved in the mid-1920s. Somewhere around the seventh or eighth grade, Eribes set his sights on architecture without really knowing what a career as an architect would entail. One thing he did know. He knew he would need to go to college.

"My father had a fifth-grade education, and my mother had a seventh-grade education, so it was sort of this big family experiment to go to the university," Eribes says.

At the time, only a few California universities offered a degree in architecture. One that did was the University of Southern California. Going to USC would allow Eribes to live at home while he worked his way through school. His choice was made.

Tuition at the time was $1,000 per year—a lot of money to the Eribes family. His parents went to Bank of America and arranged to mortgage their house for a $1,000 loan to send their son Richard to college for one year. The rest, they said, would be up to him.

TITLE: Dean of the College of Architecture

INSTITUTION: University of Arizona, Tucson, Arizona

HIS PROUDEST MOMENT: Being the first member of his family to graduate from college and having his father there to see him receive his diploma.

EDUCATIONAL BACKGROUND: B. Architecture, University of Southern California;

M. Architecture, University of Southern California;

Ph.D. Urban Studies, University of Southern California.

Eribes says that in the ensuing years, he came close to dropping out several times but that he had the good fortune to receive support and encouragement along the way.

"A lot of people helped me go through the university," he told *HO*. "When you grow up in a Hispanic community, the community helps you in various ways. That certainly was my case. It wasn't just me; it was a whole set of family and neighbors and people I met along the way."

One of those people was a colleague he worked with at an architectural firm while trying to complete school. Well aware of the struggle Eribes was facing, the colleague offered Eribes a loan to finish his education. He claimed someone had done the same for him in the past, and he wanted to pass the good deed on. Eribes accepted the offer and was enabled to complete his coursework.

After graduating, Eribes started his own architectural practice in Los Angeles. Then along came an economic

> **"I thought that I wanted to design buildings, but I found that I really wanted to help educate architects."**
>
> **Richard A. Eribes,**
> **dean,**
> **College of Architecture,**
> **University of Arizona**

slump. It was for Eribes a lucky slump, one that forced him to reevaluate his position. In doing so, he came to realize that what he enjoyed most about having his own firm was the mentoring of young people who came through the office.

"I thought that I wanted to design buildings, but I found that I really wanted to help educate architects," Eribes says.

That new awareness sent him back to USC with a fellowship to study gerontology within the architecture program. As he completed that program, another fellowship, one that targeted Mexican Americans, helped him achieve a doctorate in urban studies from USC. His combined studies gave him a strong planning background.

Eribes' first teaching job took him to Arizona State University (ASU) in Phoenix. He stayed there for 17 years and served in many capacities—associate dean of the College of Architecture and Environmental Design; assistant dean for research; director of the Herberger Center for Design Excellence; and director, the first, of ASU's Center for Urban Studies.

One of those posts stands out to Eribes as his most memorable, his post as assistant vice president for planning and facilities development for a new ASU campus.

"The west campus project started as a barren agricultural field. In about two and a half years, there was a university out there that I'm pretty proud of," Eribes said.

After his 17 years at ASU, the University of New Mexico invited Eribes to Albuquerque to become dean of its School of Architecture and Planning. Eribes took the post, arriving in July of 1993. He speaks of his job there as a "natural fit" because he feels so at home in the southwest and feels such a part of its strong Hispanic culture. A priority for him in that location was to get the architecture and planning program truly connected to the community.

For the first time, Eribes the architect designed the home that he and his wife would live in at their new location. In the time-honored tradition of best-laid plans that go awry, they had just moved into the new home when he got a call from the University of Arizona (UA). They wanted him as dean of their College of Architecture in Tucson. He wasn't looking to leave New Mexico, he says, but the international opportunities inherent in the UA post enticed Eribes to accept the offer.

UA Provost Paul Sypherd, on announcing the appointment, said "The College of Architecture has gained a national and international reputation for its programs in desert architecture and its ties to institutions in Mexico and Latin America. I know Dick shares my view that building on those strengths will enhance the college's programs and its future."

> ***When you grow up in a Hispanic community, the community helps you in various ways. That certainly was my case. It wasn't just me: it was a whole set of my family, my neighbors, and people I met along the way."***
>
> **Richard A. Eribes**

> ***"This is our region. Along the border, we have been Hispanic longer than we have been American."***
>
> **Richard A. Eribes**

"We still have the cultural continuity that we feel so comfortable with," Eribes said about his move to Tucson. "And the commitment of the university to really make this an internationally known program is really exciting and encouraging."

Eribes took on his new responsibilities at UA in January. He intends to make the UA College of Architecture more than a national player. He intends to make it an international leader. Regarding the college's ties with Latin America, Eribes says, "They're going to get a whole lot stronger."

"There's a tremendous amount of incredible work that is happening throughout Latin America," he told *HO*, "but American architecture and planning students are not exposed to it. Instead, we send our students on summer travel to Europe."

Eribes envisions a huge number of exchange programs with Latin American schools for students and faculty, and possibly a joint doctoral degree program.

"We could be the first school that trains its graduates to work on an international scale and not be interlopers into the region. Because we are part of the region. This is our region. Along the border, we have been Hispanic longer than we have been American."

A Dominican Place in the Sun

Research Institute Illuminates Past and Present

by Joyce Luhrs

The U.S. Dominican population is highly concentrated in one place—New York City. It is written that emigres returning to their other island have a special name: dominicanyorks. It is fitting, then, that the City College of the City University of New York (CUNY) should operate an entity devoted solely to the past, present, and future of this population, the Dominican Studies Institute.

The push for an institute came from a group of Dominican educators in the university system who felt that there was a serious dearth of information on Dominican issues. Educators at public high schools in the city concurred.

"It was frustrating for students and scholars to go to the reference section of libraries and not to be able to find anything on Dominicans," said Dr. Silvio Torres-Saillant, the institute's director.

That frustration became a propellant. "This gave us the determination that we needed to approach the authorities and lobby for the creation of any initiative that essentially created knowledge and disseminated knowledge on the Dominican experience," he said.

With authorization in 1992 from Anne Reynolds, chancellor of City University of New York, a proposed grant for planning a Dominican project moved into the critical stage of "allocated."

Torres-Saillant came from Hostos (N.Y.) Community College to develop the institute's ten-year plan, its vision, and its two-fold mission: to produce useful knowledge on the Dominican experience; and to disseminate this information to students, scholars, and the larger community in the United States.

In his view, the institute has already developed a track record that makes it quite visible. Its achievements include two major studies: *Quisqueya on the Hudson: The Transnational Identity of Dominicans in Washington Heights* and *Dominican New Yorkers: A Socioeconomic Profile*. Both studies look at the cultural and social adaptations of Dominican immigrants in New York City and at their participation in the labor force.

The studies show a widening gap in earnings between Dominican workers and the average worker in the city, a gap that has resulted in a high poverty rate for Dominicans. Compared with other New York City populations, Dominicans fare worse. A higher proportion of the Dominican labor force was found in unskilled, blue-collar jobs that paid less. This employment condition was attributed to lower education levels, a younger population, English language deficiency, and the Dominicans' more recent migration to the United States.

The Institute has already filled another type of gap, the historical knowledge gap, says Torres-Saillant, in publishing *The Dominican Republic: A National History*, which explores the background of Dominicans from pre-Colonial times to 1990.

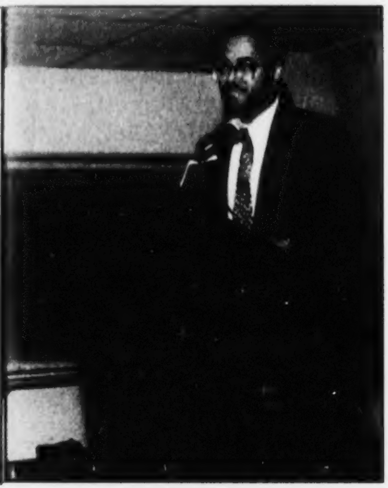
"This was the first major piece on Dominican history available in English in the United States since 1928," he reported. Its author, Frank Mayo Pons, finalized the manuscript while a visiting research professor at City College.

With a grant from the Rockefeller Foundation, the Institute has two fellows in residence, part of a three-year historical research study about Dominicans.

"We aim to examine Dominican historiography and to stress those areas that have been least attended to by official Dominican historians, such as the role of women, the role of ordinary people in history, the role of the African heritage in Dominican society, the importance of rebellions and insurrections, the independence movements from within," says Torres-Saillent.

"Little credit has been given to the heroism of insurgent slaves and those who took to the mountains to find alternative societies."

Dr. Silvio Torres-Saillant,
director,
Dominican Studies Institute



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"The more knowledge that exists about Dominicans, the easier it will be for other Americans to treat us fairly."

Dr. Silvio Torres-Saillant

"This period has been described as a harmonious story, but little space has been given to the slavery period. Little credit has been given to the heroism of insurgent slaves and those who took to the mountains to find alternative societies. Our research attempts to give credence and visibility to this."

One of the Rockefeller fellows is Daisy Cocco de Filippis. She formerly chaired the foreign languages and ESL department at CUNY's York College and wanted to take a break from teaching and concentrate on her research, and so she did. For 10 years, de Filippis researched the contributions of Dominican women authors, publishing two anthologies of their poetry and their short stories.

With the institute, she is finishing a collection of essays by Dominican women, developing a bibliography of books written by Dominican women, and planning a monograph, in English and Spanish, on their role in literature.

"The contributions of half of the population of the Dominican Republic have been left out of the literature. Even in cases where women have had a presence, they are consistently left out of the manuals and the anthologies. The institute is trying to assist us in filling in the missing chapters," she said.

Her research thus far is finding its audience. "The resource documents are used in the Dominican Republic by university students and other writers. In the United States, the materials are of interest to the growing Dominican population in New York City and among graduate students.

"The time will come when some of these people will also make it into the curriculum in high schools. The population is very hungry to know about Dominican culture, letters, and arts."

Fulbright scholar Lilian Bobea is also in residence at the institute, researching Dominican women workers in New York City. A sociologist by training, she is examining the issues of immigrant women through a qualitative study that combines interviews and life histories. "I am looking at the women who are in the formal and informal economy and also at those who aren't working and are on public assistance and receiving services from ancillary agencies.

"When we looked at the data about women immigrants in New York City, we found a change in the census figures from 1980 to 1990, with more Dominican women working in the labor force but clustered in the lower-paying jobs," she said.

Her research found a sharp decline in the women's living conditions with the disappearance of manufacturing jobs. Many had obtained only an elementary-level education, thus opportunities for higher-paying jobs were limited. "Many were living in poverty and working in low-paying service-sector jobs. Most were heads of families and came from middle-class families.

"I want to find out how these women are coping with these changes and the resulting changes in their households," she says.

Bobea is on leave from the Latin American Faculty for Social Science in the Dominican Republic. She graduated from the State University of New York at Binghamton and knew about the institute and its program. She has high praise for the institute and its staff.

"They're one of the most important academic sources for Dominican populations and research, especially in New York City. They know the community and have the link with the Dominican population. They're incorporated into the academic system."

Torres-Saillant believes the institute's research findings will influence public policy. "Whenever our studies are published, the first people to receive copies of our findings are the politicians and elected and appointed officials throughout the city and state, and some selected individuals throughout the nation. The more knowledge that exists about Dominicans, the easier it will be for other Americans to treat us fairly," he commented.

His institute disseminates that information not only through its monographs and books but through conferences and seminars as well. A conference co-sponsored with Manhattan College in Riverdale (N.Y.) brought together teachers, principals, and counselors in the New York City school system to learn about Dominican history.

"These people are in an ideal position to go back to their schools and have a multiplier effect. As a CUNY-wide institute, we are organizing joint efforts with other campuses throughout the system, including Hostos Community College and Hunter College," he said.

Before becoming an independent nation, Dominicans experienced the political domination of Spain, France, Great Britain, and Haiti.

Historically, the Dominican Republic has always maintained close relations with the United States. After independence, and during the U.S. Civil War, the Dominican elite relinquished political autonomy and annexed the country to Spain. A bloody war convinced Spain that it could no longer rule its ancient colony, and Spain's evacuation occurred shortly afterwards.

Almost immediately, Dominican leaders sought to annex the country to the United States and negotiated an annexation treaty that was barely defeated in the U.S. Senate in 1871. Had the U.S. Senate approved that treaty, the Dominican Republic would have entered the Union much before Utah, Oregon, Alaska, and Hawaii, and would have opened the way for annexation of Cuba and Puerto Rico.

From the introduction, *The Dominican Republic, a National History*, by Frank Moya Pons

AACC Convention Brings Diversity to Hollywood

by Roger Deitz

Here's a piece of advice for procrastinators—don't be left at home finishing your taxes when you could be basking in the warmth of the welcome and the light of the forums that the American Association of Community Colleges (AACC) has in store at its 77th Annual Convention, April 12-15, in sunny Anaheim, Calif.

Advance marketing materials tell us that this year's AACC gathering at the Anaheim Hilton will carry a Hollywood theme. At least in the exhibit hall. But something decidedly un-Hollywood will be present too—a strong focus on diversity and the politics of inclusion.

Mary Ann Settlemier, AACC's director of meeting and council relations, told *HO*, "The Board of Directors has been very clear this year that minority issues and inclusiveness are their major concerns, and they wanted emphasis placed on this in the convention process.

"In planning the program, we are responding to that. We already had it on our radar screen before they made a decision on this at their board meeting. We're pretty excited about how this is going to play out."

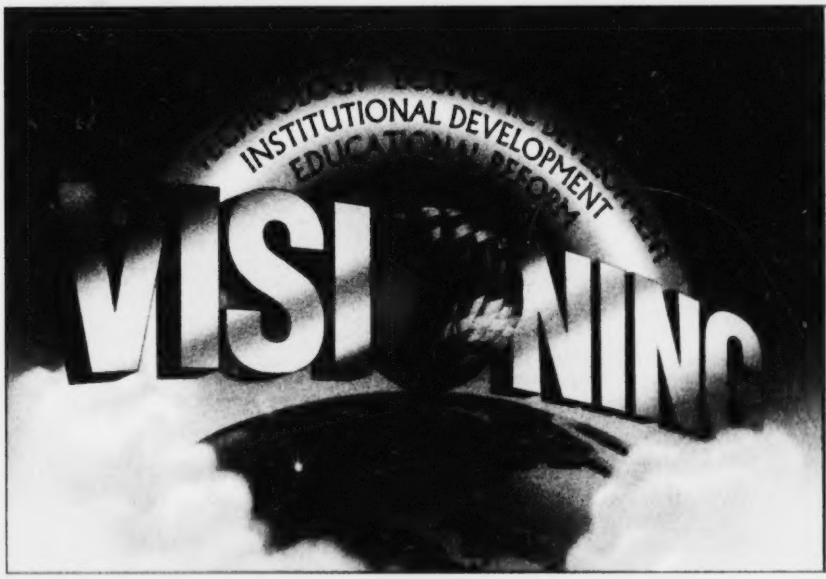
The AACC knows well the significance of diversity at community colleges. Fifty-six percent of Hispanic students in higher education and 42 percent of African-American students in higher education attend community colleges. And of all community college students, 58 percent are women. With these statistics in mind, Settlemier elaborated on the convention program planning.

"This year two of our speakers will be Henry Louis Gates, Jr., and Teresa McBride," she said. "Henry Louis Gates, Jr., is director of African-American Studies at Harvard. He will speak on the subject of inclusiveness on Sunday morning.

"Teresa McBride runs the fastest growing Hispanic-owned business in the United States. She founded her computer hardware and software company, called McBride Micro Source, in 1985. Based in Albuquerque, she started up with a $5,000 loan. In the first year sales were $125,000. As of now, the sales are up to $17 million.

"McBride will be talking about technology—technological advances and educational readiness. In itself, the topic might not be labeled a minority issue, but by having her as the speaker, it brings that perspective to the session and makes the discussion a broader one.

"We always look to have an inclusive approach to the people who are on our program. We always hope that we can find people who are not necessarily minority who can talk about minority issues, or the opposite, minority people who will speak about other issues. We want people who are strong in their



> **"The Board of Directors has been very clear this year that minority issues and inclusiveness are their major concerns."**
>
> **Mary Ann Settlemier,**
> **AACC director of meeting**
> **and council relations**

fields. Teresa McBride is Hispanic, but she really fits this bill for us in the technology session. We do set out very determined to address this issue of inclusiveness."

The AACC legislative agenda has reflected its concern for inclusiveness and opportunity in higher education. In 1996, AACC efforts helped increase Pell Grant dollars to community college students by more than $75 million. The association worked hard to preserve Pell Grants and other student aid eligibility for legal immigrants. The organization also lobbied to avert cuts in Part A Title III, aka the Higher Education Act, and helped maintain funding for Tech-Prep and other workforce-development programs.

AACC sought to continue its leadership in these areas by mounting a convention that explored the theme of inclusion. Association officials told *HO* that inclusion issues can enter the planning process at a number of junctures. First, it can come when input on convention topics is solicited from many levels of the organization.

After study, a final consensus is reached on a specific list of designated session objectives. The objectives are used to develop a list of related issues around which a schedule of sessions and workshops is prepared.

Finally, diversity can come into play as invitations go out to distinguished speakers and participants. By the time the keynote address opens the convention, a considerable amount of effort has gone into making the conference an enriching and inclusive one.

This year's Opening Keynote Speaker is Joseph N. Pelton, vice president of academic affairs and dean of the International Space University of Strasbourg, in France. He is author of *Global Talk*, which was nominated for a Pulitzer Prize, and, most recently, "Cyberlearning vs. the University: An Irresistible Force Meets an Immovable Object," an article which appeared in the November-December issue of *The Futurist*.

Other speakers include Patricia Carter, executive director of the Consortium for Community College Development, University of Michigan; Roberts Jones, president of the National Alliance of Business; Terry O'Banion, president of the League for Innovation in Community Colleges; and Richard L. Alfred, professor of higher education at the University of Michigan. Carter and Alfred will head a joint panel on institutional development.

About 125 hour-long forum panels, a dozen roundtable discussions, and several focus sessions are in store for those attending. Last year's crowd included more than 500 CEOs and a thousand college administrators.

Settlemier says the process of pulling together the schedule began with an outreach to the membership. "We publish a call for convention events on the Internet and through the mail. Those proposals are evaluated by two groups. The scores are compared. Where they mesh high, medium, and low, that is fine. Where they don't mesh…the staff takes this into consideration.

"While that is going on, the staff holds discussions in order to identify the issues that we as an association should be making sure get out to our members… what they need to know to do their jobs better. That is the process we go through, the melding process. In front of me right now, I have a stack of about twelve that we have to really look at to decide 'Are these really good or bad?,' tweak, add a presenter, or develop the idea. Then comes the scheduling process, by January 15th, whether an issue is on or off.

"We try to be very responsive. We try to leave a couple of slots open until later because you always know there is going to be some hot new issue, and you want to be able to be prepared, to be able to slip that into the program with ease so that the program will be as useful and meaningful as it can be and be as current as possible."

This year, under the heading of "Visioning," the AACC convention program schedule emphasizes the priority topics: student development, teaching and learning, technology, economic development, institutional development, and educational reform. These topics are used in making choices about journal themes and articles as well as providing guidelines for selecting convention forums and speakers. The priority subjects, along with subtopics, serve as a guide for teleconferencing, publications, and white papers.

The AACC Board of Directors expects that affiliated Councils, all 1200 of them, will consult this list of topics when developing their own program agendas.

The process of intense study and reflection that AACC uses in developing an agenda serves two purposes, stated as follows: "to help ensure that all community colleges will be addressing the most important issues of the day" and that "insofar as possible, the very impressive resources and expertise that comprise the entire college community are involved in resolving these issues."

Now if this AACC approach were to spill over onto the managerial thrones of Hollywood, and through them to its minions in television, radio, and publishing, the results could be, well, epic, with a cast of thousands, and soon to appear in a theater, bookstore, or CD-ROM near you.

HO

AACC

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

Financial Aid Sampler for Hispanic Students

Investigate? Si. Procrastinate? No.

by Joyce Luhrs

Following are excellent sources of information and guidance for potential scholars of all ages.

- *The Educational Quarterly* newsletter provides articles about how to identify scholarships, grants, loans, fellowships, and internships. Practical strategies for continuing education are offered too. The newsletter is distributed nationally to high schools, colleges, students, faculty, and parents. To obtain a copy, contact the Congressional Hispanic Caucus Institute, Inc. (CACHI), at 1-800-EXCEL-DC, visit their Web site at http://www.chci.org, or write 504 C St., N.E., Washington, D.C. 20002.
- National Educational Clearinghouse. Also operated by CACHI, this clearinghouse has a collection of current financial aid information specifically for Hispanics, free of charge. Call the organization's 1-800 number to obtain an application. Once your application is received, the form is processed using the EDTECH/CASHE database, and a list of potential financial aid that you might qualify for is printed and sent to you.
- *New York State Internship and Scholarship Programs Handbook.* Prepared by the New York Senate Puerto Rican/Hispanic Task Force, this guide provides information about careers and internships in state government and fellowships and scholarships provided by national nonprofit organizations and corporations. Call 212-860-0893 or write to the New York State Senate Puerto Rican/Hispanic Task Force to obtain this free guide.
- *Higher Education Opportunities for Women and Minorities—Annotated Selections.* 1996 Edition. This publication provides a selected list of financial aid resources and special programs available to minorities and women planning to continue their education. To obtain a copy, contact: Janice H. Wilcox, Senior Staff Advisor, Higher Education Programs, U.S. Department of Education, 600 Independence Ave., S.W., Portals Building, Suite 600, Washington, D.C. 20202-5329.

Apply for everything you might be eligible for, no matter how small. The $50-$500 awards help you develop a track record for the larger awards down the road.

Financial aid comes in various forms, including grants, scholarships, fellowships, awards, and loans. The following listings represent scholarships within several categories.

Scholarships for a Particular Industry or Related Field

- **Organization:** New Jersey Chapter of the National Association of Water Companies

Address: New Jersey-American Water Company, 500 Grove St., Haddon Heights, N.J. 08035

Telephone: (609) 546-2210

Contact: Gary S. Prettyman, Scholarship Chairman

Scholarship Program: National Association of Water Companies-New Jersey Chapter

Field of Study: Pursuing a career in the water utility industry or in any field related to it, including natural resource management, environmental sciences, biology, chemistry, engineering, communication, computer science, business administration, human resources, consumer affairs, law, accounting, finance, etc.

Scholarship Award: $2,500

Eligibility: Open to residents of New Jersey for at least five years who are attending and pursuing an undergraduate or graduate degree at a college in the state. Must be a U.S. citizen and have at least a 3.0 grade point average.

Deadline: April 1st postmark

Scholarships for Any Discipline

- **Organization:** Educational Communications, Inc.

Address: 721 North McKinley Road, Lake Forest, Ill. 60045

Telephone: (847) 295-6650

Contact: Judy Casey

Scholarship Program: Education Communication Scholarship

Field of Study: Any discipline

Level of Education: Undergraduate

Scholarship Award: $1,000

Number of Awards: 150

Eligibility: High school junior or senior. Must be a U.S. citizen with a minimum 3.0 grade point average.

Deadline: June 1st and March 15th

Additional Information: Request applications in November and mid-January

- **Organization:** National Hispanic Scholarship Fund (NHSF)

Address: P.O. Box 728, Novato, Calif. 94948

Web Site Address: www.nhsf.org The Web site provides information about the organization's scholarship programs and also provides information about other scholarship sources, financial aid information, how to prepare for the SAT, how to pick the right college, and how to find summer study programs in the U.S. and abroad.

Telephone: (415) 892-9971

Scholarship Program: NHSF Scholars Program for students attending 2-year, 4-year, and graduate school institutions.

Field of Study: Any discipline

Scholarship Award: $1,000

Number of Awards: Varies year to year

Eligibility: Applicant must be a U.S. citizen or permanent resident of Hispanic American descent attending a college or university full time in one of the fifty states or Puerto Rico. At least 15 units of college coursework must be completed.

Deadline: October 1st. Applications are available beginning in June of each year. Application may be completed on-line.

Additional Information: Only one-third of applicants receive scholarships. In 1994, more than 10,000 students applied.

Banking on a Scholarship

Like many businesses nationwide, U.S. Bank of Washington has established special funding opportunities for Hispanic students trying to obtain a college education.

According to Steve Matsko, senior vice president and manager of U.S. Bank's Eastern Washington Region, U.S. Bank hopes to encourage Hispanic students to consider a career in banking.

"U.S. Bank serves a very large Hispanic community in central Washington, and we'd like to see more Hispanic graduates applying for jobs," he said. "By combining educational support, paid internships and mentoring, we hope to give local Hispanic students practical experience and an introduction to career opportunities in banking that they might not otherwise have."

This year Eastern Washington University students Isabel Sanchez Zamora and Jose Tamez have been selected to receive U.S. Bank of Washington Hispanic Scholarships.

In addition to financial awards of $2,000 each, the bank is assigning a mentor to each student and will provide summer internships.

The four-year pilot program was established to help deserving Hispanic students in the Tri-Cities, Yakima and other areas of eastern Washington to earn baccalaureate degrees at Eastern.

The scholarships are renewable for students carrying a full load of courses and maintaining a 3.0 grade point average. Eastern matches the scholarship funds for a maximum of $2000 per student.

To qualify, students must be Hispanic, have a minimum 3.0 high school GPA and plan to pursue a business major, with a possible career interest in banking.

Jose Tamez is a sophomore at Eastern, majoring in business/finance. Isabel Sanchez Zamora is a freshman, majoring in elementary education with a minor in Spanish. She learned English less than four years ago, but has already worked as an interpreter at both a county courthouse and a family health center.

Under the terms of the scholarship, students may attend Columbia Basin Community College or Yakima Valley College to obtain an associate of arts degree before transferring to Eastern. In that case, however, the scholarship award will not receive matching funds from Eastern and will be for a maximum of $1,000, funded by U.S. Bank only.

U.S. Bank of Washington has assets of $10 billion, nearly 200 branches, and is a subsidiary of Portland-based U.S. Bancorp, one of the nation's 30 largest holding companies, with subsidiary banks in six western states.

For information about the U.S. Bank Hispanic Scholarship, call EWU at (509) 359-2272.

Scholarships Granted by State

- **Organization:** The Ohio Student Aid Commission and the Ohio Department of Education

Contact: Sherry L. Tilton, Public Information Officer

Address: Ohio Student Aid Commission, 309 S. Fourth St., P.O. Box 16610, Columbus, Ohio 43266-0610

Telephone: (800) 282-0820 ext. 29137 or (614) 752-9137 or the Ohio Department of Education at (614) 644-0168.

Scholarship Program: Robert C. Byrd Honors Scholarship Program

Field of Study: This scholarship program promotes student excellence and achievement and recognizes exceptionally able students who show promise of continued academic achievement in any discipline.

Scholarship Award: Recipients receive a $1,500 award each year for the first four years of study at eligible postsecondary institutions.

Eligibility: Students must be graduating high school seniors or people who have recently earned a certificate of high school equivalency and who demonstrate outstanding academic achievement as shown through high school grades, test scores, and class rank. Students must show promise of continuing excellence and be admitted for enrollment at an eligible postsecondary institution.

Other: Applications are sent to all Ohio high schools by December/January each year. Every school may submit one application for each 200 students in the senior class. Recipients of the award are notified by letter in the spring.

Scholarships for Extracurricular Activities

- **Organization:** House Specialties

Address: 9820 Metcalf Suite 120, Overland Park, Kan. 66212

Telephone: (800) 824-7335

Contact: Dana Stedem

Scholarship Program: Sorority Scholarship

Field of Study: Any discipline

Level of Education: Undergraduate

Scholarship Award: $1,000

Eligibility: High school seniors who plan to participate in sorority RUSH in the fall. Must have a minimum 3.0 cumulative high school grade point average and plan to attend a 4-year college or university. A copy of your college Rush application is required.

Deadline: Aug. 1

Scholarships for Minorities, Women, and People with Disabilities

- **Organization:** New Jersey Utilities Association

Address: EEO Committee, 50 W. State St., Suite 1106, Trenton, N.J.

Telephone: (609) 392-1000

Scholarship Program: Equal Employment Opportunity Scholarship

Field of Study: Engineering, environmental science, chemistry, biology, business administration, accounting

Level of Education: Undergraduate

Scholarship Award: $1,000

Eligibility: Women, people with disabilities, or minorities. Full-time attendance at an accredited college or university. A New Jersey resident demonstrating financial need, overall academic excellence, and interest in pursuing a career in the utility industry.

Deadline: Postmarked April 1

- **Organization:** Project Cambio Foundation

Address: P.O. Box 3004-227, Corvallis, Ore. 97339

Telephone: (503) 929-6108

Scholarship Program: Project Cambio Scholarships

Field of Study: Business or business-related field

Scholarship Award: $1,000

Eligibility: Hispanic women pursuing studies in a business-related field. Applicants must be planning a career change for job advancement or entry or re-entry into the job market. Applicants must have graduated from high school at least five years prior and be planning to pursue a postsecondary degree.

- **Organization:** Daughters of the Cincinnati

Address: 122 E. 58th St., New York, N.Y. 10022

Telephone: (212) 319-6915

Scholarship Program: Daughters of the Cincinnati Scholarship Program

Field of Study: Open

Scholarship Award:: Amount varies. Scholarships are awarded based on merit and need and are for up to four years at the institution the applicant attends.

Eligibility: Offered to a senior in high school who is the daughter of a career officer commissioned in the regular Army, Navy, Air Force, Coast Guard, or Marine Corps.

Scholarships for Graduate Studies

- **Organization:** International Business Machines Corp. (IBM)

Contact: Dr. V. Sadagopan, Director

Address: Watson Research Center, P.O. Box 218, Divisional University Relations, Room 22-130, Yorktown Heights, N.Y. 10598

Telephone: (914) 945-2400

Scholarship Program: Awards are for minorities and women pursuing graduate study.

Field of Study: Graduate study in mathematics, physics, electrical and mechanical engineering, and in computer or information science.

Scholarship Award: $12,000 per award in each field

Eligibility: Students must be enrolled in a master's degree or doctoral program.

The College Board Annual Survey of Colleges, 1996, reveals that college tuition and fees for 1996-97 rose, on average, 5 percent this year. The report also indicated that students living on campus could expect to face charges of 4 to 6 percent more for room and board.

College Board President Donald M. Stewart pointed out that financial aid was available to students at a record level—more than $50 billion. He noted, however, that much of the increase was in the form of loans rather than grants, and most of the increased borrowing was unsubsidized. The report also showed that the federal government currently supplies 75 percent of financial aid to students.

Stewart warned that as the balance shifts more and more toward loans and away from grants, the most disadvantaged students will increasingly look at options other than college. He urged all policymakers to protect and increase funding for grants as a gateway to "educational excellence for all Americans."

"The clearest, simplest, most effective federal policy for increasing educational opportunity is to restore the purchasing power of the Pell Grant," Stewart said. "Since the mid-70s, the Pell Grant has lost ground, both to inflation and to the rising cost of college—a 40 percent decrease over 20 years. A substantial investment is needed to restore this lost value and fulfill the Pell Grant's promise of providing a consistent, substantial federal scholarship for low-income students."

Stewart urged students and families to keep college costs in perspective, noting that a majority of all students at four-year colleges and universities pay less than $4,000 per year for tuition and fees, and that nearly three-quarters of them pay less than $6,000.

"Focusing too much on the highest-priced institutions overstates the problem and unduly alarms the public," Stewart added, noting that only 4.3 percent of all full-time undergraduates attend the highest-priced universities. "The United States continues to extend opportunities to a larger percentage of the population than does any other country in the world."

Excerpted with permission from the *College Board News.*

NOBEL LAUREATE MARIO J. MOLINA ON ENJOYING SCIENCE

The Mexican-born MIT chemist who won the Nobel Prize for his work on ozone depletion offers inspiration to New England minority students.

This article is drawn from Molina's remarks to 350 minority students, high school through graduate school, who gathered at MIT in October for the fifth annual meeting of NEBHE's Science and Engineering Academic Support Network. Molina has been a mentor to network students for several years.

I became fascinated with science at an early age, even before entering high school. I remember reading biographies of famous scientists and learning about a mysterious and marvelous world that appeared totally inaccessible to me at that time.

Then I started playing with a chemistry set and a toy microscope. I remember one of my first experiments: I placed some lettuce in water and let it rot for a few days. I then placed a drop of the stinky water under the microscope. Few experiences in life compare with that magic moment! The rotten lettuce was teeming with life, and I was able to observe with my own eyes what those famous scientists had discovered so many years earlier. I have been hooked on science since that time.

Throughout high school, my adventures in science were a bit lonely. My friends thought that science was something for school, not for play or enjoyment. Nevertheless, they tolerated my interest in science.

When I went to college, I discovered a new dimension to my involvement with science—interaction with my fellow students and teachers. There is a myth that science is lonely work—and it can be—but it need not be so in a college or university. Much of the pleasure in learning and discovery comes from discussing science with friends and teachers. The satisfaction of learning something new is amplified by sharing; this becomes another dimension to the joy of doing science.

In graduate school, there was another new experience. I was conducting research on chemical lasers. While monitoring my work, I heard some rather noisy signals. I realized there were patterns to the signals and not just noise. These signals were providing some fundamental information about the behavior of molecules in the laser cavity, and I was able to unravel that information. This was a true, original discovery—a relatively modest one, but a new discovery nevertheless. This strongly reinforced my view that contributing to the expansion of the frontiers of science is fascinating. Scientific research leads to new discoveries and to new ways of understanding how nature works. That is what scientific research is all about.

Of course, doing science requires hard work. At times, there is disappointment and even boredom, but what prevails are those magic moments of creativity and discovery and sharing!

I became a postdoctoral fellow after graduate school, and then a faculty member. And I realized there was yet another dimension to scientific research—that you can contribute to the expansion of the frontiers of science in ways that are beneficial to society. It is extremely rewarding to realize that what you discover can have consequences of benefit to others.

I would like to give you some advice:

Find some area of study that you like, something that you can become really interested in. Explore different topics and activities, such as theory or experiment. There are good examples of very successful people moving from the humanities to the sciences and vice versa. When you're satisfied that you have found what you like, remain focused and try to excel in your work of choice. Be vitally interested in and committed to your work. Try to work in teams and share your knowledge. Take advantage of networks. And above all, don't forget that learning and discovering are extremely enjoyable. Of course, you need patience and perseverance, but in the end, your studies will give you a very rewarding experience indeed.

This article is reprinted with permission from Connections, *New England's quarterly journal of higher education and economic development.*

AACC Emanuel Ortiz NOCCCD Junot Diaz Puente Project Academic Travel

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THE HISPANIC Outlook IN HIGHER EDUCATION

FOCUS ON COMMUNITY COLLEGES

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Community College of Philadelphia

Wanted: 50 to 100,000 Teachers

Massive Shortfalls Projected

by Ines Pinto Alicea

College educators across the country said they hope Congress will increase funding and expand programs that recruit new teachers, particularly minorities, when lawmakers renew the Higher Education Act in the coming months.

More than 200,000 new teachers will be needed during the next decade in response to increasing retirements and rising student enrollments. The nation's pipeline is producing only between 100,000 and 150,000. This finding comes from a study prepared for the National Commission on Teaching and America's Future, a 26-member panel of educators and state officials. The Rockefeller Foundation and the Carnegie Corporation funded the study to help develop policies and practices aimed at ensuring powerful teaching and learning in all of the nation's schools.

"Federal incentives that once existed to induce talented people into high-need fields and locations have been largely eliminated," said the commission in "What Matters Most: Teaching for America's Future."

Delores Escobar, dean of the College of Education at San Jose State University in California, is a member of the commission and a past board president of the Washington-based American Association of Colleges for Teacher Education. Escobar said that one of the few remaining federal teacher recruitment programs was created under Title V of the Higher Education Act. She said that these teacher recruitment programs have received only about $1 million of the $76 million they were supposed to get. Teacher educators will be urging Congress to fully fund the program.

"To meet the needs coming up, these programs must be revisited," Escobar said. "Because there is such a massive need, it's in the national interest that the federal government participate more."

The commission said that the federal government played an active role in boosting the pool of new teachers in the 1960s and 1970s with a variety of teacher recruitment programs. Many of those programs were eliminated in the 1980s, causing teacher shortages in schools across the country, particularly in cities.

Annually, school districts hire 50,000 unlicensed teachers through temporary and emergency waivers. Many of them have never taught or have not been in the classroom for years, according to Recruiting New Teachers Inc., a Belmont, Mass., nonprofit organization formed to raise esteem for teaching, expand the pool of prospective teachers, and improve the nation's teacher recruitment and development policies and practices.

The greatest areas of need for teachers are in special education, bilingual education, mathematics, science, and elementary education. But the need for qualified teachers is affecting minority communities the most. In schools with the highest minority enrollments—often in urban areas—students have less than a 50 percent chance of getting science or mathematics teachers who hold a license and degrees in the fields they teach, said the commission.

Equally troubling for some teacher educators is that few minorities are entering the teaching profession. While nearly one-third of today's students are members of minority groups, minorities are only 13 percent of the nation's teaching force.

"As students of color and language minorities continue to increase in number, the diversity of the urban teacher workforce is of growing concern," said David Haselkorn, president of Recruiting New Teachers Inc.

"Schools urgently need more teachers of color for several reasons: to serve as role models for children of all ethnic and cultural backgrounds; to bring the perspectives of diverse life experiences to the challenges of teaching and learning; and to create school communities that reflect the values of our pluralistic society," added Haselkorn.

Haselkorn said the federal government's role in education has traditionally been "funding innovation and ensuring equal opportunity," and he expects that the federal government will begin to play a more active role in increasing the pool of teaching recruits.

It is likely that Congress will take a more serious look at the teacher recruitment programs available as lawmakers renew the Higher Education Act. Teacher educators are not the only ones clamoring for an increased role for the federal government in teacher recruitment.

The President's Advisory Commission on Educational Excellence for Hispanic Americans wrote in its recent report, *Our Nation on the Fault Line: Hispanic American Education*, that while more than 15 percent of all teachers in the United States have one or more Limited English Proficient students in their classroom, only 10 percent are certified in bilingual education or in teaching English as a Second Language.

"Furthermore, as a consequence of not understanding their students' native language, culture, and socioeconomic realities, many teachers have low expectations for, their Hispanic students, which contributes, as does the lack of Hispanic staff, to attrition," the president's commission said.

But teacher educators caution that recruitment programs might not be enough. Steps need to be taken to assure that new hires are retained in the teaching profession.

Thirty percent of teachers leave the profession in the first few years, according to the commission.

"The reason so many teachers leave after 3 to 5 years is that as new teachers, they are assigned to the toughest schools," said Marilyn C. Kameen, associate dean for teacher education and student affairs at the University of Texas at Austin. "They become disillusioned."

The Anatomy of Commitment

AACC Achievements in Diversity

by Arnold Madison Kee

Bold leadership and the mounting tide of civil rights nationwide engendered a commitment to equal educational opportunity by the American Association of Community Colleges (AACC).

In the 1960s, individuals within the AACC membership challenged the association to address race and class issues more fully. Federal legislation and the social activism of the times were fostering an ethos of dynamism.

Now, at the threshold of the 21^{st} century, a strong commitment to diversity and equal opportunity is a high priority not of a few individuals at AACC but of all its board, staff, and membership.

What is the American Association of Community Colleges?

The association was established in 1920 as a coalition of about twenty junior colleges. In 1997, we represent more than 1,100 community colleges. The membership is made up of college presidents and district chancellors. Thirty are elected by the members to serve on the board of directors. The board, established through annual elections, develops the agenda for the AACC staff, which currently numbers about 45.

As an association, AACC's primary role is to serve as a national advocate. This role is principally played out on Capitol Hill as we present our positions on legislation that affects our community. Another role AACC fulfills is that of policy developer. Drawing on the experiences of its members, the association issues statements on educational policy. These are intended to provide direction in a broad range of community college issues. AACC also convenes community college leaders to share solutions and strategies that promote educational success. Its annual conventions, along with other projects, nurture the association's strong link with the field.

Arnold Madison Kee is coordinator for minority services at AACC. A graduate of Tufts University, he says he's become a community college convert.

Promoting Leadership Diversity

AACC Board Chair Walter Bumphus, president of Brookhaven College in Texas, and Chair-Elect Augustine Gallego, chancellor of the San Diego Community College District, represent current achievements that were set in motion in the late '60s. They are,

This year the center will publish a monograph featuring research-based strategies to promote inclusion. It will detail the finer aspects of implementation along with the research that goes into their development.

respectively, African-American and Hispanic. Their elections to AACC's highest post is one demonstration of the association's commitment to diversity in leadership.

That diversity was a long time coming. As of December 1968, AACC had not yet elected any people of color to the board. Issues of race and class had been a part of AACC's agenda, but the focus had been on opening up opportunities for students, not for policymakers. That exclusivity changed in 1969 when AACC elected to the board Charles Hurst and Nobel Smith, two people of color.

AACC promotes diversity in leadership as well through two of its affiliated councils: the National Community College Hispanic Council (NCCHC) and the National Council on Black American Affairs (NCBAA). The councils are made up of CEOs, upper-level administrators, and faculty. Each council sponsors an annual conference where people of color are prepared for leadership positions. NCCHC's is called "The Leadership Institute." This institute deals with constituency building, organizational development, and portfolio development.

A new NCCHC project is "The President's Symposium." This second venture offers professional support to existing CEOs by addressing topics such as contract negotiations and CEO relationships with boards of trustees.

NCBAA's "Mentoring Leaders for the Future" is a workshop that not only provides support for existing upper management but also supplies the pipeline for future CEOs. Last year's workshop looked at expenditures and staff reduction, interview techniques, and ethics in higher education administration.

Promoting Diversity through Policy

Policy development is an area where AACC exerts significant influence for change. The statements that are approved and disseminated by AACC provide support to its members in their efforts to influence federal, state, and local policy-makers. One of the first policy statements issued by AACC to promote diversity was published in its March 1969 *Junior College Journal* (now the *Community College Journal*). "Resolution on Disadvantaged Students" committed AACC to "assume an expanding role toward helping the poor—whether they are white, Black, Puerto Rican, or Mexican American." It said further, "Each junior and community college will be encouraged to formulate its own specific commitment to reach and to work with the disadvantaged."

The 1969 resolution laid the groundwork for AACC's first policy statement on affirmative action, issued four years later in 1973. It committed AACC to "the concept of quality education for all students." The resolution also embraced the Civil Rights Act of 1964, Executive Order 11246, which was the original mandate for affirmative action, and the Equal Opportunity Act of 1972 by encouraging all community colleges to implement affirmative action.

The Statement of Affirmative Action in 1995 reiterates the principles of the 1973 version and also addresses admissions to selective programs. This reaffirmation was in response to the anti-affirmative action trend augmented by Hopwood vs. Texas, The California Civil Rights Initiative (Proposition 209), and Podberesky vs. Kirwan.

"Minority Students in Community Colleges" encourages community colleges to consider numerous areas affecting the success of minority students: preparation, recruitment, retention, transfer, and financial aid. Adopted in 1988, this policy statement not only reflected a more developed commitment; it provided more solutions for consideration by the membership. By contrast, statements offered in the late '60s and early '70s reflected the initial identification of the challenges facing minority students, but could only propose courses of direction, not tested solutions.

The most comprehensive AACC contribution can be found in the 1993 publication, *Making Good on our Promises… Moving Beyond Rhetoric to Action*. This action agenda was developed in 1990 by AACC's Commission to Improve Minority Education, a group made up primarily of community college CEOs. The agenda offers the AACC board of directors, state governments, state governing boards, boards of trustees, administrators, faculty, and students specific ways to increase the success of minorities at all levels of the community college experience.

Minority Resource Center

While AACC has a history of issuing policy statements that are pertinent to diversity and that cover a multitude of areas, the impact of those statements is not readily tangible. There is, however, one concrete result of the *Making Good on our Promises* agenda—the creation of AACC's Minority Resources Center.

The center's charge is to serve as a focal point for all issues that affect the success of minorities in community colleges. This charge manifests itself in programs, data collection and dissemination, and overall support for all those in the higher education community who are devoted to diversity, including AACC members and staff.

One such venture is the Actuarial Science program, administered jointly by the Allstate Foundation and Harold Washington College in Chicago, Ill. Now in its third year, the program provides scholarships to minority students seeking a degree in actuarial science. Students start at Harold Washington College, obtain an associate degree, and then articulate into neighboring four-year institutions that offer degree programs in actuarial science.

Another center-supported program is the community college initiative sponsored by the Fannie Mae Foundation. The goal is to create a two-year degree program that enables community college students to enter the field of mortgage banking with a high potential for upward mobility.

The center also disseminates data on successful programs administered by other colleges. AACC's 1995 monograph, *Multicultural Strategies for Community*

Colleges, provides important contacts for administrators seeking to implement diversity. The monograph addresses student retention, recruitment, and success; faculty recruitment; administrator development; and campus climate.

This year the center will publish a monograph featuring research-based strategies that promote inclusion. It will detail the finer aspects of implementation along with the research that spurred their development.

Frequently the center develops data profiles as articles in the *Community College Times*, an AACC bi-weekly newspaper. Past articles have focused on Pell Grant funding, enrollment data, and affirmative action. Much of that data is posted on the Minority Resources Center Web page (http://www.aacc.nche.edu/mra/mrcweb.htm).

The center uses another information-age tool—satellite technology—for teleconferences such as "Solving the Transfer Puzzle," an interactive telecast that featured the viewpoints of AACC CEO David Pierce, state administrators, counselors, and other experts who have written on transfer issues. Information generated therein was later distributed in a teleconference resource book.

Finally, the center serves as a contact point for those interested in diversity. By developing a database of related programs, contacts, and assessments, the center will serve as a repository for colleges interested in implementing successful programs tailored to the needs of their campuses.

In 1977 we represent more than 1,100 community colleges.

David Pierce
CEO
AACC

The Minority Resources Center was formally established in 1994. But certain AACC staff members directly addressed minority concerns as early as the late '60s. In 1969, AACC established the Minority Group Programs Office under the leadership of Andrew Goodrich. That office collected data on minority faculty and students, explored cultural heritage, and assisted the efforts of other organizations. In 1972, AACC, through one of its early councils called El Congresso, established the Office of Spanish Speaking Fomento. The office, directed by Pepe Barron, collected data on Spanish-speaking students and sponsored a number of cultural programs. The office also convened Hispanic leaders in higher education and federal agencies. Though eventually closed, the goals and vision of the original El Congresso laid the foundation for the present Hispanic Council (NCCHC), which continues to fulfill that mission. Staff hired during the '70s to address minority concerns included Betty Pollard and Eileen Koons.

Both offices closed due to lack of funding. The Ford Foundation had supported the Minority Group Programs Office for three years. The United States Steel Foundation supported the Office of Spanish Speaking Fomento for one year. Today, the Minority Resources Center is a permanent facet of AACC's mission, with permanent funding secured from the association's main operating budget.

Practicing Inclusion

Cultivating an inclusion vision is a responsibility shared among AACC's membership, board, and staff. Members are involved in that process principally through commissions. These commissions represent a cross-section of issues, genders, ethnicities, and geography.

Currently, both the Minority Resources Commission and the Commission on International/Intercultural Services meet bi-annually and make policy recommendations to the board. The Minority Resources Commission assesses the state of minorities in community colleges throughout the nation. The Commission on International/Intercultural Services focuses on issues related to globalizing college curricula, immigration, exchange students, and international data. The collective experience of these commissions enhances the information AACC receives through the board's recommendations and the research collected by the Minority Resource Center.

The board chair and chair-elect, Minority Resource Center, commissions, and councils collectively demonstrate AACC's increased commitment to diversity and inclusion. Today CEO David Pierce receives the full support of the board of directors, membership, and staff to put diversity and inclusion into practice.

Special thanks to Connie Odems, Howard Simmons, and Evangeline Reels for their assistance with this story.

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Grace, Values, and Keeping Your Eye on the Ball

Emanuel Ortiz

by Adalyn Hixson

"Manny saw me grow up," says Luis Oquendo. "I've known him for six to eight years, at first through the ASPIRA clubs. I was active in the club. In high school, I used to go to ASPIRA to get counseling, and I used to see him there.

"Whenever I see him, the first question he asks is: 'How's school?' It's the first question. Always. Education is important to him. It is a detail he never misses, never overlooks. It's always, 'How's school, how's work, how's everyone else?'"

Luis is a liberal arts major at Community College of Philadelphia. He is taking a semester off from school right now and working with ASPIRA.

Manny is The Honorable Emanuel Ortiz, chair of the board of trustees of the Community College of Philadelphia.

Oquendo continues, "It doesn't matter where you see Manny, because Manny is always the same. Whether I see him at the community college, or where I work at ASPIRA, or at a banquet or a reception or a meeting. I guess that is why he gets along with people so well.

"His ability to get along with people is something that I look up to, that I admire. I would like somebody to feel that way about me."

As a former ASPIRA counselor and ASPIRA executive director, Manny Ortiz has been an inspiration to Luis Oquendo and many other young Hispanics. And, like actor Jimmy Smits and actor/director Edward James Olmos, Ortiz is an Aspirante, a graduate of the organization's training program—a program to which he gives great credit for his present success.

And a success he clearly is, both as a human being and role model, as Luis' testimony amply demonstrates. Ortiz is also a success in his career as Deputy Mayor of Education and Community Services in the fifth largest city in the United States, appointed by Mayor Edward G. Rendell. And very much a success, *HO* is told, in his post at the college, from which he graduated in 1971.

"It's not the largest system," says Fred Capshaw, the college president, about the Community College of Philadelphia (CCP). "The Miami-Dade system is bigger. The Dallas system is bigger. Phoenix is bigger. Maricopa is bigger and so is Chicago. But we're in the top half dozen."

CCP is actually sixth in the country and the third largest degree-granting institution in Philadelphia, enrolling more than 40,000 students annually, more than half of them in transfer or general studies programs. Its budget is about $70 million.

Running an institution of that size, with its myriad constituencies, can be a daily challenge to even the strongest individual. For that reason, the relationship between the president and board of trustees, particularly the chair of the board, is critical. President Capshaw makes it clear that he is hooked up with a winner and an ally in Emanuel Ortiz.

"Manny has been a great contributor. I have a lot to say about him. It is a wonderful thing for the college to have someone as chair who is an alum, who is a leader in the city. It is a special advantage. He is a person who has great strength of character. He is very much respected as a man as well as for the position he holds. He has an excellent reputation citywide.

TITLE: Chair, Board of Trustees

INSTITUTION: Community College of Philadelphia

OCCUPATION: Deputy Mayor, The City of Philadelphia

HIS PROUDEST MOMENT: "I was the first in my family to attend and graduate from college."

A QUOTABLE QUOTE: "I'm big on graduating."

EDUCATIONAL BACKGROUND: A.A. Community College of Philadelphia

B.A. Cheyney State College

"He is able with tremendous grace and facility to be who he is—a natural leader.

Capshaw continues, "Manny has great sensitivity to others' views and to the subtle nuances of situations, be they personal or political. He can ask a probing question that causes you to rethink the way you are coming at an issue—without making an impassioned 10-minute statement. Sometimes he can in a few sentences make a comment that focuses the group in a different direction."

Capshaw is even more complimentary when describing Ortiz's contribution to the board of trustees. "We have a very strong board, many of whom are leaders in Philadelphia. We have some very smart, very strong, and very well-connected people."

This statement is verified by looking over the list of trustees, who number fifteen, and include judges, national and state legislators, lawyers, and regional agency presidents and directors.

"Manny is able to empower and enfranchise people with the authority to move our agenda. He expects it. He is not threatened by that," says Capshaw. "He is not trying to pull everything into his own chest, as some people are."

Fellow trustee Marciene S. Mattleman, Ph.D., is also happy to talk about The Honorable Emanuel Ortiz. Asked to describe him as a board president, she tells *HO*, "He is very open. Very accepting. He knows when to bring closure. Soft-spoken but firm in his beliefs.

"He has very good values. He knows the plight of poor people, and he knows that education is the key to bettering your lot. And he does everything he can to improve access for those less fortunate.

"He moves in *every* Philadelphia community with ease and respect." Those are the reasons, she says, that he holds positions in the Mayor's Office and at the college, "for his many talents, his skills in dealing with people."

Mattleman underscores a point made by Capshaw. "He knows how to move people from an adversarial position to one of calm and discussion."

She asks that *HO* call the next morning for additional information. At that time, an elated Mattleman confirms that Emanuel Ortiz was on the previous night elected as vice president of Philadelphia Futures, an organization of which she is executive director. Asked to describe the organization, Mattleman says, "It is a nonprofit organization that creates opportunities and growth for kids."

One of its programs is Sponsor-A-Scholar, through which individuals, a couple, or a business provides $1500 a year for four years to help finance a college education. Another program offers mentoring from ninth grade on. Philadelphia Futures, she says, is now raising about a half a million each year and is soon to be replicated in 16 sites nationwide.

Emanuel Ortiz is accustomed to generating growth. His years as executive director of ASPIRA were growth years for ASPIRA and especially, he says, growth years for him. He taught school briefly after graduating from Cheyney State College. In the mid-70s, he was recruited by the fledgling ASPIRA of Pennsylvania, founded in 1969, as a counselor and organizer. In 1979, he was appointed executive director. It was not a good year for nonprofit directors.

"The twilight of the 1970s marked a shift in ASPIRA of Pennsylvania's approach to fund raising. This liberal decade was coming to a close, with government funds lost in the quicksand of an economic recession." So states an ASPIRA document, which also quotes Pennsylvania Executive Director Emanuel Ortiz: "Funding is always our biggest problem."

ASPIRA of Pennsylvania became known for "high-quality vocational and career programs for at-risk and drop-out youth," ultimately earning an Outstanding Program Performance Award from the state. Its Talent Search program provided college counseling to thousands of Aspirantes over many years. Programs were put in place as well to work with parents and with limited-English-proficient adults.

"We had a good reputation, and I was able to build on that," said Ortiz. "I networked to make ASPIRA known in the broader community, beyond the Latino community. We worked toward becoming an institution whereas before we had been seen as just a small neighborhood organization."

The City of Philadelphia gave ASPIRA an abandoned fire station in 1987. It became the Antonia Pantoja Community Learning Center, providing classroom space for several programs, among them Abriendo Caminos, a

The Community College of Philadelphia administrative offices, including the trustees' meeting room, are housed in this building which once served as a U.S. Mint.

"He is able with tremendous grace and facility to be who he is—a natural leader."

Dr. Frederick Capshaw,
president,
Community College
of Philadelphia

personalized, bilingual school for 100 former dropouts that combined GED preparation with personal and career counseling and job placement. It also housed a computerized Community Learning Program and the ASPIRA Parents Council.

Ortiz became an ever more skilled advocate for the city's Latino youth. His testimony before the Senate Subcommittee on Employment and Productivity was compelling:

"If you are appalled, as I am, with the 55 percent drop-out rate for Latinos in Philadelphia, you will be equally alarmed to know that only 1 percent of those Latinos who do graduate from high school go on to college."

Ortiz's work on behalf of Latinos earned him the attention and respect of some of the city's most prominent figures. In 1987, then Mayor W. Wilson Goode appointed Ortiz to the college's board of trustees. "I wanted to serve," Ortiz said, "because there were no Puerto Rican/Latinos on the board and it was important to have a presence.

"I wanted to instill in youngsters the need to graduate from high school and go on to college. I wanted to help recruit more Latino students to Community College of Philadelphia because I had first-hand experience with the isolation of being one of a few."

According to President Capshaw, the college has a very strong Latino student association, LASSO. "Manny is very much involved in it. And students see him as their leader, not as just a suit doing a job."

For all his achievements, Emanuel Ortiz never wanders far from his roots. Asked if he ever revisits Rio Piedras, the town in Puerto Rico where he was born 46 years ago, his face breaks into a wistful smile. "Yes, but not often enough."

He talks about his parents, about their strong emphasis on the education they themselves never completed, an emphasis that didn't waver even when his mother, stricken with tuberculosis, was sent away for many years.

"There was still that push there on the part of my father. And when she came back, they told us pretty much what many others have been told. 'You aren't going to inherit any money from us, but what you can get is an education.'" What his mother hoped, he told *HO*, was that her children would graduate from high school. "College to her was a fantasy," explained Ortiz.

The second-born of six children, he reports with delight that four of the siblings graduated from college. He was the first, a point of great pride. "And the other two," he says, speaking of the nongraduates, "are working."

Ortiz's face brightens, too, describing his own children.

Alendiz, 21, attending Drexel, is studying computers. Omar, 18, who wants to be an artist, is now working and attending school. Olisvier, a high school sophomore, is considering medical school. His daughter, Yamaira, an 8th grader, is a high achiever.

Ortiz's wife, Helda, who is the children's mother, is a school teacher for 10th grade. She shares his despair over the condition of much public education and fears that 10th grade is already too late to salvage some of its casualties.

"Our schools have failed. We have failed them," says Ortiz. "A kid will start off and will have potential. After a period of time in the system, the third or fourth year, you will see the trouble." He speaks of a high school guidance counselor having a caseload of 500 to 750 students and of counseling time spent conducting special ed tests, leaving little or no time left for pupil guidance. Still, he says, there are those who succeed.

Are schools in his native Puerto Rico doing any better? When asked how the educational system there compares with that of the United States, Ortiz replies, "Education is great in Puerto Rico… a big thing. I've read where you have on the average more people with degrees, and with higher degrees, than here. Now of course there are differences between public school and private school. But even in the public schools, by and large, it is a pretty good education. And English is a mandatory second language for everybody."

Emanuel Ortiz speaks, too, of the wave of migration that swept his family from Puerto Rico to Philadelphia when he was four years old. And of later migrations. "Soon there will be almost as many Puerto Ricans here as on the Island. Three and a half million. Two million in New York."

But not very many in Philadelphia. The 1990 census figures reflect fewer than 90,000 Hispanics in a city of a million and a half people. It seems the Community College of Philadelphia must be enrolling nearly every eligible Latino between 18 and 80.

Latinos represent about 6.5 percent of its on-campus student population. President Capshaw is quick to point out, however, that the percentages are much higher in the outlying sites, which are

continued on page 12

CAMPUS SPOTLIGHT

Preparing Californians for the New Century

North Orange County Community College District

By Donna Hatchett and Carolina Martinez

Donna Hatchett is Director of Public Affairs of North Orange County Community College District. Carolina Martinez is a Public Affairs intern.

North Orange County lies about 40 miles south of Los Angeles. Its Community College District serves a population of more than a million people. That population is diverse. Its needs are diverse.

Faculty, staff, and students of the District are successfully involved in and committed to providing services that will empower the growing Hispanic population.

In a typical semester, the district enrolls nearly 70,000 students. Cypress College, Fullerton College, and a comprehensive Adult Continuing Education Division offer them a full spectrum of opportunities. Completion of a high school diploma. Retraining for a career change. Studying for an associate's degree or certificate in a specific vocation. Completing two years of a bachelor's degree and transferring to a university. Upgrading job skills or keeping current in a field. Mastering the English language. Sharpening basic skills in reading and math. Studying for the sheer pleasure of personal enrichment.

Combined with these academic choices are support services. These include career planning, child care, counseling, financial aid, a student educational development center, and writing, reading, and math laboratories.

Hispanic students comprise about 20 percent of the student body. Serving them is a primary concern of the district's institutions. The Division of Adult/Continuing Education and both colleges offer programs and services that address the interests and needs of this sector.

For the past two years, the district's colleges have worked on Student Equity Plans. The plans are designed to foster success among all of the institution's students, but particularly those who are historically underrepresented in higher education. The plans' programs and services aim to improve the rate at which many student groups complete a community college program and transfer to a university. The Student Equity Plans were developed by campus committees made up of faculty, administrators, support staff, and students.

Fullerton College is the oldest community college in California in continuous operation. It is old but not blind to the needs of today's students—particularly those who might need extra support to complete an academic program that will prepare them to compete in the changing workplace. Cypress College, one of California's younger institutions at 31, is particularly attuned to students who might need an extra boost to be successful in higher education. Both campuses offer innovative programs to address these needs.

As a Hispanic-Serving Institution, Fullerton College recently received a Title III grant of $1.75 million, to be disbursed over a period of five years. The grant will fund programs that address retention, support services, transfer to a university, and other activities found to promote student success.

One important component underwritten by Title III is the Cadena Center—a central location on campus where a student can find counseling, career guidance, tutoring, academic support, and assistance with tasks such as filling out financial aid applications or finding child care. The Cadena Center serves as a safety net for those not yet skilled in handling the challenges, large and small, of life in academia. The Cadena Center helps students navigate the transfer process to a university. It offers assistance in planning an academic course of study and also works with students in selecting a career path.

A second component of the Title III grant is the Transfer Achievement Program (TAP) and Services for Student Success. While open to all students, TAP is particularly targeted to those who are at high risk in persisting in their college work.

Dr. Vera M. Martinez
President–Fullerton College

Cypress College is proud of its diverse ethnic studies curriculum, which offers Multi Cultural Literature, Introduction to Chicana/o History and Culture, History of Mexico, Multi

NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Cultural Influences in the Arts in Contemporary America, and more.

Both Cypress and Fullerton College offer The Puente Program, a special effort that incorporates the Hispanic experience into the curriculum, particularly in writing courses. The Puente Program focuses on building the self-esteem of Hispanic students as a means of improving their success rate in transferring to a university. Through mentors, who volunteer from the business community, students are linked with positive role models who support them in reaching their goals. A counselor is assigned specifically to students who are participating in the Puente Program, and a variety of special activities is offered to motivate and encourage them. (See "The Power of Puente" in this issue of *HO*.)

Through Extended Opportunities Programs and Services (EOPS), the colleges offer scholarship information and assistance, and financial aid programs. In addition, the colleges provide child care services, job placement, tutoring, and academic advisement—all designed to increase the success rate of students who might face special challenges in attending college. Cypress College emphasizes its CARE Program, Cooperative Agencies Resources in Education, as an integral part of EOPS. The mission of CARE is to assist single parents who are AFDC recipients with children under 6 years of age. Free child care, counseling, and special workshops are just a few of the services available to those who qualify for the CARE program. The WOW Program, World of Work, serves as an extension of CARE, arranging internships for students in their fields of interest.

Dr. Christine Johnson
President–Cypress College

Dr. W. Gary McGuire
Provost
Adult Continuing Education

Recognizing that positive social interaction can often help a student feel more comfortable in academia, the colleges sponsor several campus clubs. Movimiento Estudiantil Chicano de Aztlan (MEChA), Chicano Latino for Creative Medicine (CLCM), The Hispanic Culture Club (CHISPA), Lambda Student Union.

Students seeking a different level or type of academic experience might find it through the Adult Continuing Education Division. One of its largest programs is ESL, English as a Second Language, which is often a stepping stone toward the division's high school diploma program or to one of the district's degree programs. American Culture and Citizenship classes are also in great demand, along with basic skills classes in reading, spelling, and vocabulary. Special classes are offered for senior citizens as well as a comprehensive program of vocational education and personal development courses.

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continued from page 10

legion. About 20 percent in those areas, he says. Unsurprisingly, he credits Emanuel Ortiz with providing the outreach and the access to the Latino community.

"He has helped us to minimize our failures, our faux pas. He paved the way and helped us escape the landmines you can step on. He made it possible for us to reach out and form a real partnership with the community."

Marciene Mattleman again provides confirmation: "When you ask in Philadelphia, 'Who is someone who understands the Latino youth in the city?' Manny Ortiz will be the first name you hear."

Ortiz—the former Aspriante who now conducts trustee meetings that unvaryingly "start at a certain time and end at a certain time" beneath an elegant chandelier in a building that was once a U. S. Mint.

The Honorable Emanuel Ortiz—who meets with City Hall reporters amid oriental carpets, polished marbles, handcarved woodwork, tiled wainscoting and yet another elegant five-foot wide chandelier, this one a gift presented to a fledgling U.S.A. from the French government.

Manny Ortiz—a man who never fails to ask, "How's school?"

He himself is a significant piece of Philadelphia history.

Junot Diaz: Eye of a Journalist, Tongue of a Poet

Dominican Immigrant a Major New Talent

by Amalia Duarte

When the telephone rings in writer Junot Diaz's unkempt New York City apartment, you get a glimpse into his priorities. He doesn't answer the phone but snaps his head around to check the clock on the mantel. He returns his focus to a visitor, but he is clearly distracted. His foot tapping wildly up and down on his knee, he says, "Oh, I'm sorry. I'm expecting a call from a student newspaper in San Jose at 5:30. For every big publication I talk to, I do a student newspaper too." Since it's 5:20, you get the hint.

At 28, the wiry Diaz, who could pass for a student himself with his close-cropped, curly hair, casual dress, and homeboy slang, is the toast of Manhattan's literati. Since having several short stories published in *The New Yorker* and *Story* magazine, he has been hailed as an important new American writer.

Bill Buford, literary and fiction editor at *The New Yorker*, says about Diaz, "He's got a feel for language, and he's got a lot of stories to tell. There are all the makings for a considerable talent. He's also interesting because he's writing about a bit of America that doesn't get written about all that much. There's an authenticity to that voice because it's born out of experience." For his first book, a collection of short stories called *Drown*, and first novel, he received a low six-figure advance from Riverhead Books. *Drown* was published in English last September and in Spanish by Vintage Espanol two months ago. His first novel is due from Riverhead sometime this year.

Latino writers Julia Alvarez and Ana Castillo are praising his taut writing style and keen eye. Alvarez is particularly excited to see a fellow Dominican-American receive widespread acclaim. "His agent had sent me a copy of one of his stories and asked me what I thought of this young writer. I thought, 'My God, he's great.' And he's just a baby," says Alvarez, a professor at Vermont's Middlebury College.

Diaz's quick rise from obscurity to become the literati's flavor-of-the year hasn't changed his commitment to activism in the Latino community. Despite a hectic schedule of book signings and readings, over the past few months he regularly visited schools in New York to speak with youngsters about his work. "If the kids ask for me, I have to do it. There is no possibility for me to say no," he says. "I want to show them that you can make it and it doesn't mean you have to sell your soul. Wherever I am asked to speak, I'll go. I go to afterschool programs, schools, but a lot of people do this, I'm nobody special."

In many ways, Diaz's story is the quintessential American Dream pursued

DROWN
Junot
Díaz

"I remember the first thing I put down in my notebook that very first day. The teacher got up and wrote on the board, 'Eurocentricity.' The world was explained to me when I went to college."

Junot Diaz, in HO interview.

by thousands of Hispanics who immigrate to the U.S. every year. Born in the Dominican Republic's capital, Santo Domingo, he was raised by his factory-working mother, Virtudes, in a notorious barrio. His father had left the family to work in the U.S. It is from this hardscrabble childhood in the Dominican Republic and later in the cities of central New Jersey that he draws material for his sometimes funny, always melancholy stories. His tales chronicle his father's infidelity, the escapades of New Jersey drug dealers, and life in the sleepy countryside of the Dominican Republic. While depicting harsh circumstances, they're done with tenderness. "*Drown* was like a hand of love out to the community. In many ways it was like a tough-love letter. We aren't just a bunch of crack addicts, running around gunning each other down like people think. In the community is great beauty and strength. People are surviving," says Diaz.

At age 7, Diaz, with his family, immigrated to New Jersey to reunite with his father. He started writing at about age 13, when his older brother, Rafael, became ill with leukemia. It was an escape from his brother's devastating illness, his parents' split, and the surrounding poverty.

"When I was in high school, I started writing because I was miserable that my brother was sick. I felt alone. In many ways I felt like my life was entering this huge vast silence. My mother and father had separated really acrimoniously. She wasn't talking about it. And we were in the most numbing poverty. Nowadays, my hands shake when I think about it. And we were being bused into a hyper-affluent central New Jersey school—Old Bridge High School."

> **"His voice is so alive that it jumps off the page and carries you through the story."**
>
> **Lois Rosenthal,**
> ***Story***

Diaz knew no English upon coming to the States, and he admits to being a lousy student. In his tough neighborhood of London Terrace, near Perth Amboy, N.J., there were few role models. He concedes, "All I did was miss school, fail classes. They graduated me from high school, which they never should have done. My records will show there is no possible way that I should have graduated," he says. But he had found his outlet in writing.

"Some of it was a journal. Some of it was escapist. Some of it was just thought. I can't say it saved me or helped me, but I know I turned it into something," says Diaz in his characteristically understated manner. And he is quick not to blame his teachers for overlooking an obviously smart, talented youngster.

"It's not the teacher's fault. There were teachers who worked hard and loved their students, but they were saddled with the administration. And even the administrators were good. They just had too much on their hands. They had no clue about our lives outside of the school," he says.

He credits his mother with making sure he went on to higher education. "Oh, she was a brute. She said, 'You are going to take classes or I will throw you down the street,'" he says.

Diaz enrolled at New Jersey's Kean College, where he fell in love with history and began to focus on academics. His eyes were opened up to a world beyond his difficult youth. "That's where I started to turn around," he says. "We were all a mess, a mess. But we had the hardest working teachers in showbiz. I remember the first thing I put down in my notebook that very first day. The teacher got up and wrote on the board, 'Eurocentricity.' The world was explained to me when I went to college."

Later, he attended nearby Rutgers in New Brunswick, N.J., where he got a bachelor's degree, although he had to work a grueling job at a steel mill to pay for his studies. After graduation, with thoughts of becoming a professor, he applied to various master's writing programs. Rejection slips poured in, but he was accepted, finally, at Cornell. He still didn't envision himself as a writer.

"When I got accepted into the writing program, I thought if only I could land a teaching job that would

> Mami had it tucked into her immigration papers. In the photo, she's surrounded by laughing cousins I will never meet, who are all shiny from dancing, whose clothes are rumpled and loose. You can tell it's night and hot and that the mosquitos have been biting. She sits straight and even in a crowd she stands out, smiling quietly like maybe she's the one everybody's celebrating. You can't see her hands but I imagined they're knotting a straw or a bit of thread. This was the woman my father met a year later on the Malecon, the woman Mami thought she'd always be.
>
> **—from the short story "Fiesta, 1980" in *Drown***

I did not think of him often. Papi had left for Nueva York when I was four, but since I couldn't remember a single moment with him, I excused him from all nine years of my life. On the days I had to imagine him—not often, since Mami didn't much speak of him anymore—he was the soldier in the photo. He was a cloud of cigar smoke, the traces of which could still be found on the uniforms he'd left behind. He was pieces of my friends' fathers, of the domino players on the corner, pieces of Mami and Abuelo. I didn't know him at all. I didn't know that he'd abandoned us. That this waiting for him was all a sham.

—from the short story "Aguantando" in *Drown*

allow me to write every now and then, that would be great," he says.

At Cornell, he mentored Latino undergrads and agitated with other students for the creation of a Hispanic Studies program and a Latino dormitory. They were successful on both counts, but he ended up three years later in dire straits. He got his master's degree, but his department denied him a letter of recommendation.

"I felt that was a backlash because I should have spent my time drinking with them," says Diaz. "It would have allowed me to move on to another writing program. It meant you didn't have the support of your committee. They pretty much were saying 'Get out.'"

He was also told, ironically, that his writing was unpublishable because of the subject matter. He says one professor told him, "You know, you write really well, but I'm not sure anyone is going to want to publish this."

After Cornell, he returned broke and dejected to the New York City area. "I came home in ignominy. My mother was very disappointed. It was a really dark time," he recalls. Not having the heart to impose on his mother, he moved into a rundown part of Brooklyn and took the first job he could find, making copies at a pharmaceutical company. He sent out a story to a literary magazine, which he won't name, and was told, politely, "Our readers don't want to read about these people." Then he sent it to Lois Rosenthal at *Story*, which receives 15,000 submissions per year. She read the story and, recognizing a unique talent, picked up the phone to call him.

"His voice is so alive that it jumps off the page and carries you through the story. When you read Junot's work, you are very affected by it," says Rosenthal. Two of his stories were published in the quarterly's Autumn issue. A few months later, in January 1996, Diaz was picked by *Newsweek* as one of 10 "New Faces of 1996." The newsweekly singled out Diaz as the only writer worthy of this accolade, saying he possessed, "the dispassionate eye of a journalist and the tongue of a poet."

Given his humble beginnings, it's surprising that the fame and accolades haven't gone to Diaz's head. You won't find him sipping a latte at some trendy Greenwich Village cafe with other young writers. In fact, he admits to avoiding the literary scene altogether. He says, "If you've been poor, you know how quickly you can slide back into it."

"In writing, success is so temporary. Tomorrow I could be broke. Tomorrow they could be laughing at me."

Amalia Duarte is a reporter at *People magazine*.

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"...the dispassionate eye of a journalist and the tongue of a poet." *Newsweek*

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Walter Mosley

"...the irreverence of a young Henry Miller but with a lot more corazon!"
Ana Castillo

The Academic Tourist

Travel Writing as a Student Activity

by Ines Pinto Alicea

David Fagundes spotted an ad in a college newspaper that has since changed his life.

The 22-year-old Brazilian, who recently graduated from Harvard University with a degree in medieval history, said that the ad sought writers for the *Let's Go* travel guides, a set of 24 books updated annually by Harvard University's students.

"It was purely coincidental," he said. "I thought I would give it a shot. I like to write. I figured I would get the opportunity to do a lot of writing and get paid to do it."

Fagundes said the experience helped him figure out what he wanted to do for a living—be a travel writer, something he had not given much consideration previously. Although he is considering applying to law school, because his father always wanted him to, he said that he "would bag law school if I could get a job researching for travel guides."

Fagundes said he was assigned to write sections of the *Let's Go California* book because he had grown up in Los Angeles.

"It was intimidating at first," he said. "I didn't realize how much of an intensive project it was going to be."

Later, he became a managing editor, working on the *Let's Go* guides for Spain and Portugal, Switzerland and Austria, and the United States.

"It's truly all-consuming," Fagundes said. "You can't do much else while you are working on the travel guides. You work more hours than you are paid for, but it is very rewarding once you are done."

Maria Alexandra Ordonez, who graduated from Harvard University in 1996 with a degree in history and literature of France, knows the challenges Fagundes faced. She spent two of her summers at Harvard researching parts of Europe for the guides. Ordonez, who is currently in a pre-med program at Goucher College, north of Baltimore, Md., covered Austria and Switzerland during one trip and wrote about the Sardinia-Tuscany-Umbria beat for the Italy guide on a second trip.

"If you're not looking at hotels and visiting cities, you are writing or sleeping," said Ordonez, whose parents are from Guatemala.

The pace can be grueling and the task overwhelming, she said. Often, the researchers are scheduled to spend only a day getting to know a town. Ordonez said she decided immediately that in order not to get overwhelmed by the job, she would write about each town she visited that same night. It helped that she had some experience traveling. Even so, she faced a number of challenges, especially as a result of not knowing the languages of some of the countries she visited. For example, she had no formal training in Italian but learned words from the signs in the supermarket.

"There would be moments when I would say to myself, "I can't believe they are paying me to do this,"' Ordonez said.

Ordonez, 23, said that the hard work she put into the books was rewarding. Not only did it increase her confidence and make her more street smart, but it also taught her a lot about herself.

"It's very much sink or swim," she said. "It's a huge task, and not everyone is able to do it. It shows you that you can be self-sufficient. It also teaches you that if you put your mind to something, you can do it."

Ordonez said that the trips she took to prepare the guides were also instrumental in helping her choose a career. While in Europe, she decided to find out more about a medical career, and she met a doctor who allowed her to intern at a pediatric unit to learn more about the field of medicine.

But Ordonez said that the most rewarding part of the experience was simply being a published author.

"When we finally printed the book, that was a big moment," Ordonez said. "It's a nice feeling to have a friend go into a bookstore and tell you that they saw your name in it."

Ordonez spent her last year at Harvard serving as an associate editor of the Austria travel guide, a job, she said, that can be equally grueling and rewarding.

Fagundes said that students interested in researching and editing the travel guides undergo rigorous interviews every February. They must be enthusiastic and have strong writing skills, but they don't have to have extensive travel experience, he said.

"It's a hard job," he said. "If you're not into it, it will be hard to complete it."

Once selected, the students spend the following months working part time on their assigned travel guides. The researchers then spend their summers learning about their travel destinations by traveling. They are paid a stipend to cover their travel expenses while editors back in Cambridge are paid a small salary to fine-tune what the researchers submit.

The Power of Puente

Building Bridges for All to Cross

By Patricia McGrath and Feliz Galaviz

Patricia McGrath

HO covered the Puente program three years ago in its 4/1/94 issue. Since then, the program has expanded to include 39 community colleges. The authors and founders of the program recently offered this updated perspective.

Feliz Galavis

One of the challenges facing public schools and colleges is the lack of a stable, permanent latticework of relationships on which to grow. Teachers and principals come and go; corporate partnerships are formed and later dissolved; political agendas will shift every few years, creating new priorities, restrictions and demands. What, then, remains?

In the Puente Project the answer is clear and resonant: the community. It is the community that ultimately has the greatest stake in the success or failure of educational programs for its children; thus greater community involvement leads to greater school accountability and responsiveness, and ultimately to a more effective educational environment.

We began the Puente Project in 1981 at Chabot Community College in Hayward, Calif., where we met as colleagues—McGrath an English teacher and Galaviz a counselor and assistant dean. Concerned about the high drop-out rate of Mexican-American/Latino students, we collaborated to design a program that employs two major components, each of which includes a community focus: matching students with mentors from the Mexican-American/Latino professional and academic community and, providing students with counselors from the Latino community who have first-hand knowledge of the challenges they face.

The program mission is to help students stay in school, enroll in college, earn bachelor's and advanced degrees, and return to their communities as leaders and mentors.

The educational landscape from which Puente emerged was extremely bleak. Mexican-American and Latino students are the most educationally underserved ethnic group in America. Just over half of all Latino students graduate from high school, as compared with 77 percent of African-American students and 82 percent of European-American students. Of those who do graduate from high school, only 29 percent continue their education at the college level, and only 3.9 percent are eligible for the University of California. Among those students who do pursue postsecondary education, 80-85 percent enroll in community colleges. Of these, most drop out prior to completion of the program; only 8.4 percent go on to receive bachelor's degrees. Given these statistics, we recognized at the onset of the project the importance of integrating the Mexican-American/Latino community in a meaningful and participatory way.

The Puente program is implemented and conducted on campuses by a teacher/counselor team, full-time employees of the college who are trained in an initial residential Puente Training Institute held at the University of California-Berkeley. Here teams are introduced to a) specific teaching and counseling methodologies, b) strategies for working successfully in the community, and c) collaborative ways of working as effective teams in order to integrate the program components.

The training is ongoing and extensive. Throughout the academic years, teams participate in workshops to share successful practices, to learn how to train mentors, and to help each other solve problems. An organizational structure that includes liaisons in the field pushes the power down to a local and regional level with Puente liaisons helping local teams meet their needs as issues emerge. Essentially, the structure makes it possible to maintain program quality while training additional Puente counselors and teachers to help in the expansion of the program.

The success of Puente, and the degree to which the Mexican-American/Latino community took ownership of it, surpassed our greatest expectations. Fifteen years later, Puente is operating in 39 community colleges throughout California and recently implemented a secondary school version of its program in 18 high schools across the state, with 4,000 new and continuing students in the community college program and 1,700 in the high school program. A recent study commissioned by the University of California Task Force on Latino Eligibility found that the transfer rate of Latino students to four-year institutions is 44 percent greater in community colleges that have a Puente program than in community colleges without the program. The task force went on to recommend that the university "expand strategically targeted outreach services in the community colleges, modeled after the Puente Project, even at the cost of limiting other, less effective K-12 outreach activities."

Community input has been woven into the Puente Project at several levels. First, mentors are recruited from the Mexican-American/Latino community by other members of the community, as well as by Puente staff. Matching students with professionals in the community serves many purposes: it provides the students, many of whom are the first in their family to pursue postsecondary education, with successful academic and career role models; it offers the students first-hand exposure to various professional settings and responsibilities, thus helping them to make informed career decisions (well beyond what a college career counselor is able to provide) and to draw inspiration from seeing their mentors at work in a "real-life" professional context. Also, community-based writing and research assignments have proven to be a very popular and engaging writing assignment for the Puente students, many of whom come to the project with a firm belief that they "can't write."

> ***"...the transfer rate of Latino students to four-year institutions is 44 percent greater in community colleges that have a Puente program than in community colleges without the program."***

Another mechanism for fostering community support has been the inclusion of counselors in the program who have personal experience with the Latino culture and community. Initially, the counselors were introduced for the purpose of providing students with academic and personal guidance that is grounded in their cultural context, and to recruit and match appropriate mentors for the students. It gradually became apparent, however, that the counselors were also functioning as a nexus for a community eager to provide support for Puente. Latino community organizations offered scholarships; Latino corporate groups invited students to professional conferences; local corporations adopted Puente classes. Far more people in the community were concerned and willing to contribute than we had anticipated.

Several prominent Latino writers have taken an interest in and contributed to Puente, including Jimmy Santiago Baca and Helena Viramontes. This reinforces the sense of community that the Puente students share and encourages them to grow as writers and community members. Puente's approach to the teaching of reading and writing was developed on the premise that if students are interested in the content of their writing and reading, and care about what they have to say, then the study of the formal aspects of language will follow. Therefore, cultural identity and experience are the focus of many Puente reading and writing assignments. Again, student response has been outstanding; many students who could not fill a page at the beginning of the Puente English course are found writing poetry and rigorous academic essays by the course's end.

In 1994 Puente students in one community college initiated the idea for an all-day writers and artist forum called "Dia de la Cultura." The event was attended by 350 people, including eight nationally known Chicano artists. So successful was this forum that it has become an annual event.

> **"The program mission is to help students stay in school, enroll in college, earn bachelor's and advanced degrees, and return to their communities as leaders and mentors."**

For years the community has requested that Puente move into high schools. In 1993 we began a four-year replication project using resources already developed in local communities. In recognition of the fact that secondary schools generally have even fewer resources for funneling community support than do community colleges, we created a new position for the high school program: the Community Mentor Liaison. The "CMLs" actively develop partnerships with local community business people, civic leaders, and professionals; recruit and train mentors for the students; and help foster community awareness about and ownership of the project. (As a recent example, a Community Mentor Liaison in Southern California brought in 53 summer jobs for Puente students through one mentor.) Parent attendance at school meetings has reached 100 percent in some Puente schools; all the parents have met their children's mentors. Organizations have donated books, tickets for events, and transportation for field trips. The number of community members who wish to be mentors exceeds the number of available students.

Given the enormous challenges facing public schools and colleges in our contemporary society—financial, structural, and political—it has become necessary to look to resources beyond those traditionally afforded the public schools. Add to that the almost overwhelming challenges faced by Mexican-American/Latino students in California, and it becomes necessary to fully integrate a greater societal force, a powerful and lasting source of ongoing structural support. That force has been the Mexican-American/Latino community.

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> **"...it becomes necessary to fully integrate a greater societal force, a powerful and lasting source of ongoing structural support. That force has been the Mexican-American/Latino community."**

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Cover Photo:
Arizona State University—West

ACE and UCLA Survey 350,000 First-year Students

Latinos Cite Money as Major Concern

by Ines Pinto Alicea

Latino students rated themselves as less cooperative, competitive, and academically confident than their peers, according to a recent national survey of first-year students.

"They are coming in with lower self-confidence than other students in academic ability and leadership ability," said Linda J. Sax, a UCLA education professor who helped direct the survey. "I am not sure why, but some groups may not brag about their ability."

A higher percentage of Latino students, however, rated themselves as "average to above average" in social self-confidence and spirituality.

The survey, a joint effort of the Washington-based American Council on Education and the Higher Education Research Institute at UCLA, "is conducted to track trends and provide information on the types of students who go to college," Sax said. Initiated in the 1960s, it asks first-year students hundreds of questions about their interests, their plans for the future, and their views on issues in American society. The latest survey involved more than 350,000 students attending 709 two-year and four-year colleges and universities. Latinos numbered nearly 79,000, or 5.1 percent.

A higher percentage of Latino students indicated a concern about emotional and physical health. But stress was a big issue for all of those surveyed.

Sax said today's students face a number of pressures. In high school, there is the pressure to enroll in high-level classes that might improve entrée to college. On graduation, there is the pressure to be accepted by the college of choice.

As costs of higher education continue to rise, it becomes harder and harder for parents to foot the bill. Once enrolled, many students are forced to work while attending and/or to borrow money to meet expenses, leaving them under a cloud of debt. Students see that debt multiplying as they consider graduate school as a means of furthering their careers, she said.

"Students are taking on a lot of responsibility at a younger age," according to Sax. "Money is an important issue for all students. But even more so for Latinos."

Thirty-one percent of Latinos reported that money was a "major concern" compared with 17.3 percent of other students, the survey said. A record 33 percent listed financial aid as a "very important" factor in choosing a college. In 1976, only 13 percent cited financial aid as a reason behind their choice. This time 45 percent of Latinos gave the same response.

"These findings suggest that the failure of federal and state financial aid to keep up with the cost of college is changing the way students pick their colleges," said Alexander W. Astin, UCLA professor and director of the survey. "Rather than picking the college that offers the most appropriate program, more students will be making choices on the basis of low cost and the availability of financial aid."

Colleen O'Brien, managing director of the Washington-based Institute for Higher Education Policy, finds it interesting that students expressed such concern about the rising costs of college.

"It shows that there is an increased amount of information accessible to the student," O'Brien said. "They are thinking about these things. I hope they are aware of financial aid and other opportunities."

Other studies at UCLA's Institute indicate that working at an off-campus job increases a student's risk of dropping out of college. Astin expressed his concern. "If current financial aid policies are increasing college drop-out rates by forcing more students to find off-campus employment, then these policies must certainly be regarded as short-sighted," he said.

Recent developments indicate that some relief might be in sight. In his State of the Union Address, President Clinton proposed a 20 percent increase in federal education spending to $51 billion in the next fiscal year, aimed at increasing access to at least two years of college, increasing Internet access, and beginning an extensive elementary and secondary school construction and repair program. He also proposed a $300 boost in Pell Grants, to a $3,000 maximum, and expanding eligibility to students who are financially independent. Further, he proposed a $1,500 tax credit or a tax deduction of up to $10,000 a year for expenses in higher education.

At the same time, the American Council of Education (ACE) reports that, after steep tuition climbs in the 1980s, the rate of tuition increase has stabilized in recent years to about 4 percent to 5 percent per year. Fewer than 5 percent of all students attend schools that charge $20,000 or more, and most full-time undergraduates pay less than $6,000 in tuition and fees annually, says the ACE. Average tuition at four-year public schools this year is $2,966; it averages $12,823 at private four-year schools.

The ACE/UCLA survey also included questions about students' political orientation. Slightly more than half (52.7 percent of the overall respondents and 51.7 of Latino respondents) called their political views "middle of the road."

Results also show that a small but growing minority of the first-year-student population are labeling themselves "far left" or "far right." The number of students who reported having these political views hit a peak for the 31-year-old survey.

On the full political spectrum, Latino students tended to be concentrated on the "liberal" to "far left" end, the survey found. Nearly 3.5 percent of Latinos called their political views "far left" (compared to 2.9 percent of the other respondents), and 28 percent reported that they were liberals (compared to 21 percent).

On the other end of the spectrum, 16 percent of the Latino respondents reported that they considered themselves conservatives (compared to 21 percent of the other respondents), and 1.1 percent said that their views were "far right" (compared to 1.7 percent of the other students).

The survey revealed other trends among Latinos. Latino first-year students were less likely than other students to believe that abortion should be legal and more likely to favor abolishing the death penalty.

Sax attributed those results to the "higher proportion of Catholics" within the Latino community.

Ranking the Top Schools

Dear Colleagues:

Our magazine is dedicated to celebrating the struggles and accomplishments of those who make their way into the realm of higher education and beyond.

Many of those we honor through our Pioneer Profiles tell us that their proudest moments came at their graduation from college.

Architect Richard Eribes, featured in our March 21st issue, spoke of his college education as an event that involved not only his family but his entire Latino community, as well as some friends made along the way.

College administrator Rosalinda Dosta, profiled November 11, 1995, spoke of parental encouragement and added, "it meant so much that my two children saw me get my diploma."

As have many others, The Honorable Emanuel Ortiz, featured April 4th, spoke of being the first in his family to attend college. Asked about his goals as chair of the board of trustees of the Community College of Philadelphia, he gave us a memorably succinct and laudable response: "I'm big on graduating."

We too are "big on graduating," and so it is with great pleasure that we publish the most recent graduation statistics for Hispanic women and men attending colleges and universities in the United States and in Puerto Rico.

Some of those graduations, we know, took place against all odds and alongside many a derailed dream. So it is with pride that we salute the graduates and their families, the schools, the recruiters, the faculty, the counselors, and the legislators who fight for equal access to education, and the private donors who ease the path.

Sincerely,

Jose Lopez-Isa
Publisher

Outlook TOP 100

THE TOP 100

Bachelor's Degrees Conferred to Hispanics

1	Florida International University	1,594
2	The University of Texas at El Paso	947
3	The University of Texas at Austin	876
4	The University of Texas-Pan American	807
5	University of California-Los Angeles	798
6	University of California-Berkeley	702
7	The University of Texas at San Antonio	660
8	California State University-Los Angeles	646
9	San Diego State University	616
10	University of New Mexico-Main Campus	593
11	California State University-Fullerton	530
12	California State University-Long Beach	525
13	California State University-Northridge	523
14	University of Arizona	510
15	Texas A & M University	509
16	New Mexico State University-Main Campus	507
17	California State University-Fresno	475
18	University of California-Santa Barbara	466
19	Southwest Texas State University	434
20	Arizona State University-Main Campus	429
21	University of Miami	404
22	California State Polytechnic University-Pomona	399
23	University of Florida	395
24	San Jose State University	393
25	University of Houston-University Park	389
26	Texas A & M University-Kingsville	369
27	California Polytechnic State University-San Luis Obispo	348
28	University of California-Davis	347
29	University of South Florida	334
30	Rutgers University-New Brunswick	331
31	University of California-San Diego	326
32	Saint Mary's University	322
33	California State University-Sacramento	308
34	University of California-Irvine	308
35	CUNY City College	304
36	CUNY Hunter College	300
37	CUNY Lehman College	300
38	University of Central Florida	291
39	Saint John's University-New York	281
40	San Francisco State University	277
41	University of Illinois at Chicago	277
42	CUNY Bernard M. Baruch College	274
43	University of Southern California	271
44	Texas A & M University-Corpus Christi	270
45	California State University-San Bernardino	263
46	Barry University	258
47	Texas Tech University	245
48	Florida State University	240
49	Saint Louis University-Main Campus	228
50	California State University-Dominguez Hills	224
51	University of Illinois at Urbana	220
52	The University of Texas at Brownsville	218
53	University of California-Santa Cruz	212
54	New York University	203
55	The University of Texas at Arlington	198
56	Northern Arizona University	196
57	Our Lady of the Lake University-San Antonio	196
58	New Mexico Highlands University	188
59	Nova Southeastern University	187
60	University of Michigan-Ann Arbor	187
61	University of Maryland-College Park Campus	186
62	Texas A & M International University	184
63	Incarnate Word College	179
64	University of Colorado at Boulder	178
65	Florida Atlantic University	178
66	University of California-Riverside	177
67	Boricua College	176
68	University of Washington	175
69	University of North Texas	172
70	Loyola Marymount University	170
71	CUNY John Jay College of Criminal Justice	170
72	Stanford University	167
73	California State University-Hayward	163
74	Queens College	161
75	Saint Thomas University	160
76	California State University-Chico	156
77	Northeastern Illinois University	146
78	University of Southern Colorado	144
79	Kean College of New Jersey	144
80	University of Laverne	142
81	Metropolitan State College of Denver	139
82	Boston University	134
83	Jersey City State College	132
84	George Mason University	130
85	Regents College-University of the State of NY	129
86	Saint Edwards University	129
87	Colorado State University	128
88	SUNY at Albany	128
89	Sul Ross State University	126
90	DePaul University	121
91	California State University-Bakersfield	120
92	SUNY at Stony Brook	120
93	Mercy College-Main Campus	115
94	Fordham University	114
95	Loyola University of Chicago	112
96	California State University-Stanislaus	111
97	Northern Illinois University	110
98	CUNY Brooklyn College	110
99	Santa Clara University	108
100	Harvard University	108

THE TOP 100

Master's Degrees Conferred to Hispanics

Outlook HISPANIC TOP 100

1	Florida International University	242
2	Nova Southeastern University	194
3	New York University	172
4	University of New Mexico-Main Campus	169
5	The University of Texas at Austin	161
6	CUNY City College	150
7	University of Miami	149
8	Columbia University in the City of New York	145
9	Webster University	144
10	University of California-Los Angeles	130
11	CUNY Hunter College	121
12	University of Phoenix-Phoenix Campus	111
13	California State University-Los Angeles	110
14	University of Southern California	110
15	University of Michigan-Ann Arbor	105
16	The University of Texas at El Paso	105
17	Stanford University	103
18	University of Arizona	101
19	Texas A & M University-Corpus Christi	99
20	San Diego State University	98
21	The University of Texas at San Antonio	98
22	The University of Texas-Pan American	96
23	New Mexico State University-Main Campus	93
24	University of California-Berkeley	92
25	Northern Arizona University	87
26	Fordham University	87
27	Texas A & M University-Kingsville	87
28	Long Island University-Brooklyn Campus	86
29	Yale University	85
30	Arizona State University-Main Campus	82
31	California State University-Long Beach	82
32	Adelphi University	80
33	California State University-Fresno	79
34	University of South Florida	79
35	Harvard University	79
36	University of Houston-University Park	75
37	CUNY Brooklyn College	74
38	Pepperdine University	73
39	Sul Ross State University	71
40	Barry University	70
41	University of Florida	70
42	University of Illinois at Chicago	69
43	Indiana University-Bloomington	69
44	Our Lady of the Lake University-San Antonio	65
45	National University	62
46	San Jose State University	62
47	California State University-Sacramento	61
48	CUNY Lehman College	56
49	San Francisco State University	55
50	Texas A & M International University	55
51	California State University-Northridge	53
52	Johns Hopkins University	52
53	University of Washington	51
54	California State University-Fullerton	50
55	George Washington University	48
56	Ohio State University-Main Campus	48
57	Texas A & M University	48
58	University of Laverne	47
59	California State University-Dominguez Hills	46
60	Saint Mary's University	46
61	University of Chicago	45
62	The University of Texas at Brownsville	45
63	Southwest Texas State University	45
64	U. S. International University	44
65	Rutgers University-New Brunswick	44
66	Queens College	44
67	Saint Thomas University	43
68	University of San Diego	42
69	Saint John's University-New York	42
70	Incarnate Word College	42
71	George Mason University	42
72	University of Connecticut	41
73	Saint Louis University-Main Campus	41
74	University of Phoenix-Colorado Campus	41
75	University of California-Irvine	40
76	University of Central Florida	40
77	Florida State University	40
78	Northwestern University	40
79	University of Houston-Clear Lake	40
80	American University	39
81	National-Louis University	39
82	California State University-San Bernardino	38
83	University of California-Davis	38
84	DePaul University	38
85	Boston University	38
86	SUNY at Albany	38
87	SUNY at Buffalo	38
88	University of Colorado at Denver	37
89	University of Colorado at Boulder	37
90	Azusa Pacific University	36
91	Florida Institute of Technology	36
92	Cambridge College	36
93	Loyola University of Chicago	35
94	New Mexico Highlands University	34
95	University of Pennsylvania	34
96	University of Wisconsin-Madison	34
97	Georgia Institute of Technology-Main Campus	33
98	Bank Street College of Education	33
99	University of North Texas	33
100	Purdue University-Main Campus	33

Outlook HISPANIC TOP 100

THE TOP 100

Doctorate Degrees Conferred to Hispanics

1	Stanford University	28
2	Texas A & M University	26
3	The University of Texas at Austin	25
4	University of New Mexico-Main Campus	23
5	University of California-Los Angeles	20
6	Harvard University	20
7	University of California-Berkeley	19
8	University of Arizona	18
9	Nova Southeastern University	18
10	University of Southern California	16
11	University of Florida	16
12	CUNY Graduate School and University Center	16
13	New York University	16
14	University of Miami	15
15	Arizona State University-Main Campus	14
16	University of California-San Diego	14
17	University of Michigan-Ann Arbor	14
18	University of Illinois at Urbana	13
19	University of California-Santa Cruz	12
20	University of Colorado at Boulder	12
21	Yale University	11
22	Indiana University-Bloomington	10
23	Pennsylvania State University-Main Campus	10
24	University of Houston-University Park	10
25	Columbia University in the City of New York	9
26	California School of Professional Psych-LA	8
27	University of California-Davis	8
28	Yeshiva University	8
29	University of Wisconsin-Madison	8
30	Walden University	7
31	University of Chicago	7
32	Washington University	7
33	University of Pennsylvania	7
34	University of Washington	7
35	University of California-Irvine	6
36	University of California-Riverside	6
37	Claremont Graduate School	6
38	University of San Francisco	6
39	University of Connecticut	6
40	McCormick Theological Seminary	6
41	University of Massachusetts-Amherst	6
42	Rutgers University-New Brunswick	6
43	New Mexico State University-Main Campus	6
44	Cornell University-Endowed Colleges	6
45	Fordham University	6
46	The Union Institute	6
47	Purdue University-Main Campus	6
48	Northern Arizona University	5
49	University of Laverne	5
50	Colorado State University	5
51	University of Denver	5
52	Florida State University	5
53	Johns Hopkins University	5
54	University of Maryland-College Park Campus	5
55	Massachusetts Institute of Technology	5
56	Ohio State University-Main Campus	5
57	Temple University	5
58	The University of Texas Health Science Center	5
59	George Washington University	4
60	Iowa State University	4
61	University of Iowa	4
62	Boston University	4
63	SUNY at Stony Brook	4
64	University of North Carolina at Chapel Hill	4
65	University of Tennessee-Knoxville	4
66	Texas Woman's University	4
67	University of California-Santa Barbara	3
68	Pacific Graduate School of Psychology	3
69	Catholic University of America	3
70	Caribbean Center for Adv. Studies-Miami Inst. Psychology	3
71	Florida Institute of Technology	3
72	Georgia Institute of Technology-Main Campus	3
73	Georgia State University	3
74	University of Hawaii at Manoa	3
75	American School of Professional Psychology	3
76	Southern Illinois University-Carbondale	3
77	University of Maryland-Baltimore Professional Schools	3
78	Michigan State University	3
79	University of Nebraska at Lincoln	3
80	University of Nevada-Reno	3
81	Princeton University	3
82	Cornell University-NY State Statutory Colleges	3
83	Pace University-New York	3
84	SUNY at Albany	3
85	SUNY at Binghamton	3
86	Duke University	3
87	University of Cincinnati-Main Campus	3
88	University of Pittsburgh-Main Campus	3
89	University of South Carolina at Columbia	3
90	Vanderbilt University	3
91	Texas A & M University-Kingsville	3
92	University of Virginia-Main Campus	3
93	West Virginia University	3
94	California School of Professional Psych-Fresno	2
95	Fuller Theological Seminary in California	2
96	American University	2
97	University of Central Florida	2
98	Florida International University	2
99	University of South Florida	2
100	University of Illinois at Chicago	2

Bachelor's Degrees Conferred to Hispanics

by Academic Program

AGRICULTURE

1	Texas A & M University	35
2	California Polytechnic State Univ-San Luis Obispo	28
3	University of California-Davis	20
4	University of Florida	16
5	New Mexico State University-Main Campus	13
6	Texas A & M University-Kingsville	13
7	Cornell University-NY State Statutory Colleges	12
8	Arizona State University-Main Campus	11
9	California State University-Fresno	11
10	New Mexico Highlands University	10

ARCHITECTURE

1	California Polytechnic State Univ-San Luis Obispo	32
2	University of Miami	27
3	Texas A & M University	22
4	University of California-Berkeley	21
5	CUNY City College	21
6	Pratt Institute-Main Campus	21
7	California State Polytechnic University-Pomona	17
8	New York Institute of Technology-Manhattan Campus	12
9	The University of Texas at San Antonio	12
10	University of Arizona	11
11	The University of Texas at Arlington	11
12	Texas Tech University	11

AREA AND ETHNIC STUDIES

1	University of California-Berkeley	38
2	University of California-Santa Barbara	30
3	The University of Texas at Austin	20
4	University of California-Los Angeles	19
5	California State University-Los Angeles	18
6	Rutgers University-New Brunswick	14
7	California State University-Fullerton	12
8	University of California-Santa Cruz	12
9	California State University-Dominguez Hills	11
10	CUNY Hunter College	11
11	The University of Texas at San Antonio	11

BIOLOGICAL SCIENCES

1	The University of Texas at San Antonio	58
2	University of California-Los Angeles	55
3	University of California-San Diego	55
4	The University of Texas at Austin	52
5	University of Miami	48
6	University of California-Irvine	46
7	University of California-Davis	43
8	The University of Texas-Pan American	40
9	The University of Texas at El Paso	39
10	Saint Mary's University	34
11	Florida International University	33
12	Texas A & M University	29
13	University of New Mexico-Main Campus	25
14	University of California-Berkeley	24
15	University of California-Riverside	23
16	University of Illinois at Urbana	23
17	Rutgers University-New Brunswick	23
18	University of Arizona	19
19	University of Florida	19
20	University of Illinois at Chicago	17
21	University of Michigan-Ann Arbor	17
22	Baylor University	17
23	University of California-Santa Cruz	16
24	University of Southern California	16
25	New Mexico State University-Main Campus	16
26	Our Lady of the Lake University-San Antonio	16
27	California Polytechnic State Univ-San Luis Obispo	15
28	University of California-Santa Barbara	15
29	University of Maryland College Park Campus	15
30	Incarnate Word College	15
31	Texas A & M University-Kingsville	15
32	CUNY City College	14
33	University of Houston-University Park	14
34	San Diego State University	13
35	San Francisco State University	12
36	Loyola University of Chicago	12
37	University of Massachusetts-Amherst	12
38	Cornell University-NY State Statutory Colleges	12
39	The University of Texas at Brownsville	12
40	Texas Tech University	11
41	California State Polytechnic University-Pomona	10
42	California State University-Los Angeles	10
43	Boston University	10
44	University of North Texas	10
45	Southwest Texas State University	10

BUSINESS AND MANAGEMENT

1	Florida International University	412
2	The University of Texas at El Paso	246
3	CUNY Bernard M. Baruch College	208
4	The University of Texas-Pan American	167
5	The University of Texas at San Antonio	167
6	Saint Louis University-Main Campus	156
7	California State University-Fullerton	147
8	California State Polytechnic University-Pomona	141
9	New Mexico State University-Main Campus	132
10	University of Houston-University Park	128
11	The University of Texas at Austin	126

Bachelor's Degrees Conferred to Hispanics

by Academic Program

BUSINESS AND MANAGEMENT (CONT'D)

12	San Diego State University	116
13	Saint Mary's University	116
14	University of New Mexico-Main Campus	97
15	California State University-Los Angeles	96
16	California State University-Northridge	92
17	University of Arizona	90
18	University of Miami	89
19	California State University-Fresno	87
20	University of South Florida	86
21	California State University-Long Beach	85
22	Southwest Texas State University	83
23	Arizona State University-Main Campus	82
24	Saint John's University-New York	80
25	Texas A & M University	78
26	University of Laverne	77
27	California Polytechnic State Univ-San Luis Obispo	76
28	University of Southern California	74
29	San Jose State University	73
30	University of Phoenix-Phoenix Campus	72
31	University of Central Florida	71
32	California State University-San Bernardino	68
33	Texas A & M University-Kingsville	66
34	California State University-Sacramento	63
35	Texas A & M University-Corpus Christi	60
36	Florida Atlantic University	59
37	University of Illinois at Chicago	59
38	Nova Southeastern University	58
39	University of Florida	56
40	Pace University-New York	56
41	San Francisco State University	55
42	Kean College of New Jersey	55
43	University of Redlands	54
44	Florida State University	53
45	DePaul University	51
46	University of North Texas	51
47	The University of Texas at Brownsville	50
48	Incarnate Word College	49
49	Texas Tech University	49
50	CUNY Lehman College	47
51	The University of Texas at Arlington	47
52	Loyola Marymount University	46
53	Jersey City State College	45
54	University of Houston-Downtown	45
55	California State University-Hayward	44
56	Saint Thomas University	44
57	Rutgers University-Newark	44
58	California State University-Dominguez Hills	43
59	College of Santa Fe	43
60	University of Southern Colorado	42
61	Texas A & M International University	41
62	University of Maryland-College Park Campus	40
63	Saint Peter's College	40
64	University of California-Riverside	39
65	Saint Mary's College of California	39
66	New York University	39
67	Our Lady of the Lake University-San Antonio	39
68	National University	38
69	University of San Diego	37
70	Regis University	37
71	Barry University	37
72	University of Colorado at Boulder	36
73	National-Louis University	36
74	Mercy College-Main Campus	35
75	Devry Institute of Technology-Pomona	34
76	University of Pennsylvania	34
77	New Mexico Highlands University	33
78	University of California-Santa Barbara	32
79	Saint Edward's University	32
80	University of Phoenix-Southern California Campus	32
81	Metropolitan State College of Denver	31
82	University of Illinois at Urbana	31
83	Saint Leo College	30
84	University of Washington	30
85	University of Notre Dame	29
86	University of California-Berkeley	28
87	Northern Arizona University	27
88	University of Nevada-Las Vegas	27
89	California State University-Chico	26
90	Boston College	26
91	Loyola University in New Orleans	25
92	Bentley College	25
93	Santa Clara University	24
94	Adams State College	24
95	Northeastern Illinois University	24
96	Robert Morris College	24
97	Johnson & Wales University	24
98	Woodbury University	23
99	Georgetown University	23
100	Fairleigh Dickinson University-all campuses	23
101	Pennsylvania State University-Main Campus	23
102	California State University-Stanislau	22
103	University of Colorado at Denver	22
104	Boston University	22
105	Boricua College	22
106	Fashion Institute of Technology	22
107	Syracuse University-Main Campus	22
108	Trinity College at Miami	21
109	Iona College	21
110	SUNY College at Old Westbury	21
111	Angelo State University	21
112	Baylor University	21
113	University of Houston-Clear Lake	21
114	Wayland Baptist University	21
115	Pepperdine University	20
116	Northern Illinois University	20
117	Fordham University	20

Bachelor's Degrees Conferred to Hispanics

by Academic Program

BUSINESS AND MANAGEMENT (CONT'D)

118	Hofstra University	20
119	The University of Texas at Dallas	20
120	Sul Ross State University	19
121	George Mason University	19
122	Marquette University	19
123	California State University-Bakersfield	18
124	American University	18
125	Georgia State University	18
126	Devry Institute of Technology	18
127	University of New Orleans	18
128	Pace University-Pleasantville Briarcliff	18
129	University of Phoenix-Colorado Campus	18
130	Colorado State University	17
131	Tampa College	17
132	Loyola University of Chicago	17
133	Montclair State University	17
134	Seton Hall University	17
135	Queens College	17
136	Ohio State University-Main Campus	17
137	LeTourneau University	17
138	University of Phoenix-Northern California Campus	17
139	University of Denver	16
140	Indiana University-Bloomington	16
141	Western New Mexico University	16
142	Cornell University-NY State Statutory Colleges	16
143	CUNY Hunter College	16
144	CUNY New York City Technical College	16
145	CUNY York College	16
146	Dowling College	16
147	Sam Houston State University	16
148	Southern Methodist University	16
149	Western International University	15
150	Purdue University-Calumet Campus	15
151	University of Massachusetts-Amherst	15
152	Rutgers University-New Brunswick	15
153	Stephen F Austin State University	15
154	University of Phoenix-Utah Campus	15
155	CUNY Brooklyn College	14
156	SUNY Empire State College	14
157	Bryant College	14
158	Embry-Riddle Aeronautical University	13
159	Fort Lauderdale College	13
160	Orlando College	13
161	Northeastern University	13
162	Michigan State University	13
163	Columbia College	13
164	Rowan College of New Jersey	13
165	St. Francis College	13
166	Saint Joseph's College-Suffolk Campus	13
167	SUNY at Albany	13
168	West Texas A & M University	13
169	University of Phoenix-Tucson Campus	13
170	Arizona State University-West	13
171	University of California-Los Angeles	12
172	Sonoma State University	12
173	University of Colorado at Colorado Springs	12
174	Roosevelt University	12
175	William Paterson College of New Jersey	12
176	Marymount College	12
177	New York Institute of Technology-Old Westbury	12
178	Nyack College	12
179	Regents College University of The State of NY	12
180	Temple University	12
181	University of Saint Thomas	12
182	Purdue University-Main Campus	12
183	University of Tampa	11
184	University of Michigan-Ann Arbor	11
185	The Richard Stockton College of New Jersey	11
186	Adelphi University	11
187	Long Island University-C.W. Post Campus	11
188	SUNY at Binghamton	11
189	SUNY College at New Paltz	11
190	University of South Carolina at Columbia	11
191	Houston Baptist University	11
192	Washington State University	11
193	West Virgmia University	11
194	California State University-San Marcos	11
195	Azusa Pacific University	10
196	University of San Francisco	10
197	Devry Institute of Technology	10
198	Illinois State University	10
199	Indiana University-Northwest	10
200	Rider University	10
201	Cornell University-Endowed Colleges	10
202	CUNY College of Staten Island	10
203	Pace University-White Plains	10
204	University of Oklahoma-Norman Campus	10
205	Portland State University	10
206	Saint Joseph's University	10
207	Texas Christian University	10
208	The University of Texas of the Permian Basin	10
209	Texas Woman's University	10
210	Trinity University	10
211	Marymount University	10

COMMUNICATIONS AND COMMUNICATIONS TECHNOLOGIES

1	The University of Texas at Austin	73
2	California State University-Fullerton	67
3	The University of Texas at El Paso	43
4	University of Florida	41
5	Florida International University	37
6	University of Miami	34

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COMMUNICATIONS AND COMMUNICATIONS TECHNOLOGIES (CONT'D)

7	University of Arizona	33
8	Rutgers University-New Brunswick	33
9	California State University-Northridge	32
10	Arizona State University-Main Campus	31
11	Saint John's University-New York	31
12	California State University-Sacramento	29
13	Boston University	29
14	CUNY Hunter College	28
15	San Jose State University	27
16	California State University-Long Beach	25
17	Saint Louis University-Main Campus	25
18	University of Southern California	24
19	Southwest Texas State University	23
20	San Diego State University	22
21	University of California-Santa Barbara	20
22	University of Colorado at Boulder	19
23	University of Houston-University Park	19
24	The University of Texas at Arlington	19
25	Incarnate Word College	18
26	University of Central Florida	17
27	California State University-Fresno	16
28	University of California-San Diego	16
29	University of North Texas	16
30	Devry Institute of Technology-Pomona	15
31	University of South Florida	15
32	Saint Mary's University	15
33	Loyola Marymount University	14
34	San Francisco State University	14
35	Saint Thomas University	14
36	New Mexico State University-Main Campus	14
37	University of California-Los Angeles	13
38	Fordham University	13
39	The University of Texas-Pan American	13
40	Loyola University in New Orleans	12
41	Texas A & M University-Corpus Christi	12
42	Texas A & M University	12
43	Texas Tech University	12
44	California State University-Chico	11
45	California State University-Los Angeles	11
46	Florida State University	11
47	Northern Arizona University	10
48	Indiana University-Bloomington	10
49	Queens College	10

COMPUTER AND INFORMATION SCIENCES

1	Florida International University	60
2	CUNY Lehman College	26
3	New Mexico State University-Main Campus	23
4	University of San Francisco	17
5	CUNY Bernard M. Baruch College	16
6	CUNY Hunter College	16
7	California State University-Los Angeles	15
8	Devry Institute of Technology	13
9	The University of Texas at El Paso	12
10	The University of Texas at San Antonio	11
11	Florida Atlantic University	10
12	Strayer College-Arlington Campus	10

EDUCATION

1	Florida International University	295
2	California State University-Los Angeles	168
3	Nova Southeastern University	106
4	University of Arizona	78
5	Boricua College	77
6	University of New Mexico-Main Campus	72
7	CUNY City College	69
8	New Mexico State University-Main Campus	63
9	Northern Arizona University	56
10	California State University-Fullerton	56
11	University of South Florida	55
12	Texas A & M International University	55
13	Arizona State University-Main Campus	49
14	New Mexico Highlands University	49
15	Barry University	45
16	CUNY Brooklyn College	41
17	Eastern New Mexico University-Main Campus	38
18	Western New Mexico University	38
19	Our Lady of the Lake University-San Antonio	38
20	Southern Illinois University-Carbondale	29
21	University of Florida	28
22	Kean College of New Jersey	28
23	California State University-Northridge	27
24	Northeastern Illinois University	27
25	University of Central Florida	25
26	Florida State University	25
27	Florida Atlantic University	24
28	CUNY Hunter College	24
29	CUNY Lehman College	24
30	The University of Texas-Pan American	24
31	Wayland Baptist University	24
32	Arizona State University-West	24
33	California State University-Fresno	23
34	Saint John's University-New York	20
35	Saint Mary's University	20
36	San Diego State University	19
37	College of Santa Fe	19
38	Queens College	19
39	San Jose State University	17
40	California State University-Chico	16
41	Saint Thomas University	16

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EDUCATION (CONT'D)

42	Michigan State University	16
43	University of Illinois at Chicago	15
44	University of Maryland-College Park Campus	15
45	CUNY York College	15
46	California State University-Sacramento	14
47	Fresno Pacific College	14
48	Angelo State University	14
49	University of Laverne	13
50	DePaul University	13
51	Northern Illinois University	13
52	Sam Houston State University	13
53	Saint Peter's College	12
54	University of Wyoming	12
55	California State University-Long Beach	11
56	University of California-Berkeley	11
57	SUNY College at Cortland	11
58	Central Washington University	11
59	University of Southern California	10
60	University of Illinois at Urbana	10
61	Indiana University-Bloomington	10
62	Jersey City State College	10
63	Incarnate Word College	10

ENGINEERING AND ENGINEERING TECHNOLOGIES

1	Texas A & M University	114
2	Florida International University	102
3	New Mexico State University-Main Campus	87
4	The University of Texas at Austin	85
5	The University of Texas at El Paso	80
6	California State Polytechnic University-Pomona	74
7	California Polytechnic State University-San Luis Obispo	70
8	University of Florida	70
9	New Jersey Institute of Technology	52
10	California State University-Long Beach	45
11	ITT Technical Institute	45
12	Massachusetts Institute of Technology	42
13	University of New Mexico-Main Campus	42
14	University of California-Los Angeles	40
15	San Jose State University	38
16	University of Central Florida	36
17	University of Houston-University Park	36
18	Arizona State University-Main Campus	35
19	University of Miami	35
20	Cornell University-Endowed Colleges	33
21	Stanford University	33
22	University of Illinois at Urbana	32
23	University of Arizona	31
24	Georgia Institute of Technology-Main Campus	31
25	CUNY City College	31
26	University of California-Berkeley	30
27	University of South Florida	29
28	University of Michigan-Ann Arbor	28
29	Purdue University-Main Campus	28
30	Devry Institute of Technology	27
31	Texas A & M University-Kingsville	27
32	Rensselaer Polytechnic Institute	25
33	The University of Texas at San Antonio	25
34	California State University-Northridge	24
35	Colorado School of Mines	23
36	University of California-Davis	22
37	University of Colorado at Boulder	22
38	California State University-Fresno	21
39	California State University-Los Angeles	21
40	United States Naval Academy	21
41	California State University-Sacramento	20
42	University of Southern Colorado	20
43	Pennsylvania State University-Main Campus	20
44	Texas Tech University	20
45	San Diego State University	19
46	United States Air Force Academy	19
47	National Education Center-Tampa Technical Inst	19
48	University of California-San Diego	18
49	Florida Atlantic University	18
50	University of Illinois at Chicago	18
51	Ohio State University-Main Campus	18
52	Southern Illinois University-Carbondale	17
53	Rutgers University-New Brunswick	17
54	The University of Texas at Arlington	17
55	Embry-Riddle Aeronautical University	16
56	Florida Institute of Technology	16
57	Illinois Institute of Technology	16
58	College of Aeronautics	16
59	Stevens Institute of Technology	15
60	Manhattan College	15
61	University of California-Irvine	14
62	University of California-Santa Barbara	14
63	Colorado State University	14
64	Devry Institute of Technology-Pomona	13
65	Loyola Marymount University	13
66	University of Southern California	13
67	University of Massachusetts-Amherst	13
68	Saint Louis University-Main Campus	13
69	University of Washington	13
70	University of Colorado at Denver	12
71	Parks College of Saint Louis University	12
72	Polytechnic University	12
73	Rochester Institute of Technology	12
74	Southwest Texas State University	12
75	California State University-Fullerton	11
76	University of Maryland-College Park Campus	11

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ENGINEERING AND ENGINEERING TECHNOLOGIES (CONT'D)

77	Virginia Polytechnic Institute and State University	11
78	San Francisco State University	10
79	Tulane University of Louisiana	10
80	Princeton University	10
81	New York Institute of Technology-Old Westbury	10
82	Devry Institute of Technology	10
83	Marquette University	10

ENGLISH LANGUAGE AND LITERATURE

1	University of California-Los Angeles	66
2	The University of Texas at Austin	65
3	University of California-Berkeley	55
4	Florida International University	51
5	California State University-Northridge	40
6	University of California-Santa Barbara	39
7	The University of Texas-Pan American	36
8	The University of Texas at El Paso	35
9	California State University-Long Beach	34
10	University of New Mexico-Main Campus	33
11	San Diego State University	29
12	The University of Texas at Brownsville	28
13	Texas A & M University	27
14	University of Florida	24
15	Saint Mary's University	23
16	California State University-Fullerton	21
17	California State University-Los Angeles	21
18	Rutgers University-New Brunswick	20
19	University of California-Irvine	19
20	SUNY at Binghamton	19
21	Texas A & M International University	19
22	SUNY at Albany	18
23	The University of Texas at San Antonio	18
24	University of California-Davis	16
25	San Francisco State University	16
26	University of Southern California	16
27	University of Miami	16
28	CUNY Lehman College	16
29	California State University-Fresno	15
30	University of South Florida	15
31	University of Illinois at Chicago	15
32	Texas Tech University	15
33	George Mason University	15
34	University of Washington	15
35	University of California-San Diego	14
36	University of California-Santa Cruz	14
37	San Jose State University	14
38	University of Illinois at Urbana	14
39	CUNY Hunter College	14
40	New York University	13
41	Florida State University	12
42	Northern Illinois University	12
43	Harvard University	12
44	Texas A & M University-Corpus Christi	12
45	University of Colorado at Boulder	11
46	University of Michigan-Ann Arbor	11
47	California State University-San Bernardino	10
48	California State Polytechnic University-Pomona	10
49	University of California-Riverside	10
50	Colorado State University	10
51	Southwest Texas State University	10

FOREIGN LANGUAGE AND LITERATURE

1	University of California-Santa Barbara	54
2	University of California-Los Angeles	45
3	The University of Texas at Brownsville	37
4	The University of Texas at Austin	37
5	University of Arizona	29
6	California State University-Los Angeles	28
7	University of California-Davis	27
8	Arizona State University-Main Campus	25
9	University of California-Berkeley	25
10	University of California-Irvine	24
11	California State University-Northridge	22
12	The University of Texas-Pan American	22
13	The University of Texas at San Antonio	22
14	California State University-Dominguez Hills	21
15	SUNY at Albany	21
16	California State University-Fresno	20
17	The University of Texas at El Paso	20
18	Northern Illinois University	19
19	Rutgers University-New Brunswick	19
20	CUNY Hunter College	19
21	University of Houston-University Park	19
22	The University of Texas at Arlington	18
23	California State University-Long Beach	17
24	San Diego State University	17
25	The University of Texas of the Permian Basin	17
26	Southwest Texas State University	15
27	San Francisco State University	14
28	University of Central Florida	14
29	University of Illinois at Urbana	14
30	California State University-Sacramento	12
31	University of California-San Diego	12
32	University of Illinois at Chicago	12
33	University of Maryland-College Park Campus	12
34	Loyola Marymount University	11
35	Florida International University	11
36	Indiana University-Bloomington	11

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FOREIGN LANGUAGE AND LITERATURE (CONT'D)

37	CUNY Lehman College	11
38	University of Washington	11
39	California State University-Bakersfield	10
40	SUNY at Binghamton	10

HEALTH PROFESSIONS

1	The University of Texas at El Paso	80
2	Florida International University	70
3	University of New Mexico-Main Campus	69
4	The University of Texas Health Science-San Antonio	68
5	The University of Texas-Pan American	54
6	The University of Texas Medical Branch-Galveston	53
7	The University of Texas at Austin	40
8	Incarnate Word College	36
9	California State University-Fresno	35
10	University of Illinois at Chicago	34
11	California State University-Los Angeles	32
12	Saint John's University-New York	30
13	Texas Woman's University	30
14	New Mexico Highlands University	28
15	San Jose State University	24
16	University of Colorado Health Sciences Center	24
17	Saint Joseph's College	24
18	Southwest Texas State University	24
19	California State University-Northridge	23
20	CUNY Lehman College	23
21	Long Island University-Brooklyn Campus	23
22	Texas A & M University-Corpus Christi	22
23	California State University-Dominguez Hills	21
24	California State University-Long Beach	21
25	Barry University	19
26	Texas Tech University Health Sciences Center	19
27	Loma Linda University	18
28	CUNY Hunter College	18
29	University of Miami	17
30	Massachusetts College of Pharmacy & Allied Health Scncs	17
31	The University of Texas Health Science Center	17
32	San Francisco State University	16
33	University of Central Florida	16
34	University of Florida	16
35	San Diego State University	15
36	University of Arizona	14
37	SUNY Health Science Center at Brooklyn	14
38	University of Southern Colorado	13
39	University of Houston-University Park	13
40	Northern Illinois University	12
41	University of South Florida	11
42	Rutgers University-New Brunswick	11
43	CUNY City College	11
44	Temple University	11
45	Arizona State University-Main Campus	10
46	California State University-Hayward	10
47	Mount Saint Mary's College	10
48	University of Southern California	10
49	University of Northern Colorado	10
50	Southern Illinois University-Carbondale	10
51	Northeastern University	10
52	Saint Joseph's College-Suffolk Campus	10
53	SUNY at Stony Brook	10

HOME ECONOMICS

1	University of Arizona	18
2	University of California-Davis	18
3	New Mexico State University-Main Campus	17
4	San Francisco State University	14
5	Cornell University-NY State Statutory Colleges	14
6	California Polytechnic State Univ-San Luis Obispo	13
7	Florida International University	13
8	Texas Tech University	13
9	Texas A & M University-Kingsville	12
10	California State University-Long Beach	11
11	The University of Texas at Austin	11
12	Arizona State University-Main Campus	10
13	Colorado State University	10
14	Southwest Texas State University	10

LAW AND LEGAL STUDIES

1	University of California-Santa Barbara	42
2	University of California-Berkeley	15
3	University of Central Florida	12

LIBERAL ARTS AND SCIENCES

1	San Diego State University	128
2	California State University-Fresno	112
3	Barry University	108
4	Regents College-University of the State of NY	106
5	California State University-Northridge	81
6	California State University-Long Beach	77
7	College of New Rochelle	74
8	California State University-San Bernardino	61
9	Columbia College	58
10	University of New Mexico-Main Campus	49
11	California State University-Stanislau	46
12	United States Military Academy	46
13	California State University-Dominguez Hills	40
14	California State Polytechnic University-Pomona	39

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LIBERAL ARTS AND SCIENCES (CONT'D)

15	California State University-Bakersfield	34
16	Florida International University	32
17	Northeastern Illinois University	29
18	Northern Arizona University	27
19	California State University-Sacramento	26
20	California State University-Fullerton	22
21	CUNY Graduate School and University Center	22
22	California Polytechnic State Univ-San Luis Obispo	21
23	San Francisco State University	21
24	CUNY City College	21
25	Evergreen State College	21
26	San Jose State University	20
27	Loyola Marymount University	18
28	University of Central Florida	18
29	California State University-Chico	17
30	California State University-Los Angeles	17
31	University of California-Riverside	17
32	Touro College	17
33	California State University-Hayward	16
34	Adams State College	15
35	Sarah Lawrence College	15
36	California State University-San Marcos	14
37	University of San Diego	13
38	CUNY Lehman College	11
39	Saint Edward's University	11
40	Chicago State University	10
41	SUNY at Buffalo	10
42	The University of Texas at Austin	10

MATHEMATICS

1	The University of Texas at Austin	27
2	University of California-Los Angeles	18
3	The University of Texas-Pan American	17
4	Utah State University	13
5	California State University-Los Angeles	10
6	University of New Mexico-Main Campus	10
7	CUNY York College	10
8	The University of Texas at Brownsville	10

MULTI/INTERDISCIPLINARY STUDIES

1	The University of Texas-Pan American	198
2	The University of Texas at El Paso	178
3	Texas A & M University-Kingsville	103
4	The University of Texas at San Antonio	100
5	University of California-Berkeley	86
6	Southwest Texas State University	79
7	University of California-Irvine	58
8	University of Maryland University College	58
9	Texas A & M University-Corpus Christi	56
10	Sul Ross State University	53
11	University of California-Davis	51
12	The University of Texas at Austin	46
13	University of California-Los Angeles	45
14	Texas A & M University	37
15	University of San Francisco	29
16	University of Houston-University Park	29
17	University of California-Santa Cruz	24
18	University of California-San Diego	23
19	University of California-Riverside	21
20	Texas Tech University	20
21	University of North Texas	19
22	University of Houston-Clear Lake	17
23	West Texas A & M University	17
24	California State University-Dominguez Hills	16
25	University of California-Santa Barbara	16
26	Stanford University	16
27	Bates College	15
28	University of Houston-Victoria	14
29	National University	13
30	Mount Saint Mary's College	12
31	Texas A & M International University	12
32	National-Louis University	11
33	Incarnate Word College	11
34	Thomas A. Edison State College	10

PARKS, RECREATION, LEISURE AND FITNESS STUDIES

1	The University of Texas-Pan American	32
2	Texas A & M University-Kingsville	25
3	The University of Texas at San Antonio	23
4	Southwest Texas State University	22
5	The University of Texas at El Paso	21
6	The University of Texas at Brownsville	14
7	Texas Tech University	12
8	Texas A & M University	11

PHILOSOPHY AND RELIGION

1	University of California-Santa Barbara	10

PHYSICAL SCIENCES AND SCIENCE TECHNOLOGIES

1	Florida International University	14
2	United States Naval Academy	14
3	Texas A & M University	13
4	The University of Texas at El Paso	12

PROTECTIVE SERVICES

1	CUNY John Jay College of Criminal Justice	87
2	The University of Texas at El Paso	62
3	Florida International University	59
4	The University of Texas at San Antonio	49
5	The University of Texas-Pan American	46
6	California State University-Sacramento	42
7	Saint John's University-New York	42

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PROTECTIVE SERVICES (CONT'D)

8	California State University-Fullerton	41
9	University of New Mexico-Main Campus	40
10	California State University-Los Angeles	39
11	Southwest Texas State University	37
12	San Diego State University	35
13	Texas A & M University-Corpus Christi	33
14	Arizona State University-Main Campus	29
15	New Mexico State University-Main Campus	28
16	California State University-Long Beach	25
17	San Jose State University	25
18	Florida State University	23
19	Texas A & M International University	21
20	University of Illinois at Chicago	20
21	University of South Florida	19
22	Rutgers University-New Brunswick	19
23	Sam Houston State University	17
24	Saint Edward's University	16
25	University of Houston-Downtown	15
26	Northeastern Illinois University	14
27	Northern Arizona University	13
28	Metropolitan State College of Denver	13
29	The University of Texas at Brownsville	13
30	California State University-San Bernardino	10
31	University of Florida	10

PSYCHOLOGY

1	Florida International University	157
2	University of California-Los Angeles	99
3	University of California-Berkeley	63
4	CUNY Hunter College	63
5	The University of Texas at Austin	60
6	California State University-Northridge	54
7	San Diego State University	51
8	California State University-Long Beach	48
9	CUNY Lehman College	44
10	California State University-Fullerton	43
11	The University of Texas at San Antonio	43
12	University of Miami	41
13	CUNY City College	41
14	The University of Texas at El Paso	39
15	California State University-Los Angeles	38
16	Rutgers University-New Brunswick	38
17	University of California-Irvine	37
18	University of Arizona	35
19	University of California-San Diego	34
20	San Jose State University	34
21	University of New Mexico-Main Campus	34
22	University of Houston-University Park	34
23	Mercy College-Main Campus	31
24	Texas A & M University	31
25	California State University-San Bernardino	30
26	California State Polytechnic University-Pomona	29
27	University of California-Davis	26
28	University of California-Santa Barbara	26
29	University of California-Santa Cruz	26
30	Saint John's University-New York	26
31	SUNY at Stony Brook	26
32	San Francisco State University	25
33	Queens College	25
34	New York University	25
35	Our Lady of the Lake University-San Antonio	25
36	The University of Texas-Pan American	25
37	Arizona State University-Main Campus	23
38	Texas A & M University-Corpus Christi	23
39	University of Central Florida	22
40	Southwest Texas State University	22
41	Texas A & M University-Kingsville	22
42	California Polytechnic State Univ-San Luis Obispo	21
43	California State University-Sacramento	21
44	CUNY John Jay College of Criminal Justice	21
45	University of Illinois at Chicago	20
46	University of Michigan-Ann Arbor	19
47	New Mexico State University-Main Campus	19
48	University of California-Riverside	18
49	Montclair State University	18
50	Fordham University	18
51	Stanford University	18
52	California State University-Fresno	17
53	University of Florida	17
54	University of South Florida	17
55	Saint Mary's University	17
56	California State University-Chico	16
57	Boston College	16
58	Incarnate Word College	16
59	California State University-Hayward	15
60	University of Southern California	15
61	Florida State University	15
62	Saint Thomas University	15
63	Jersey City State College	14
64	University of Washington	14
65	Loyola Marymount University	13
66	Mount Saint Mary's College	13
67	Santa Clara University	13
68	University of Colorado at Boulder	13
69	Rutgers University-Newark	13
70	CUNY Bernard M. Baruch College	13
71	University of Pennsylvania	13
72	University of Laverne	12
73	Sonoma State University	12

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PSYCHOLOGY (CONT'D)

74	Loyola University of Chicago	12
75	SUNY at Albany	12
76	University of North Texas	12
77	Texas Tech University	12
78	California State University-Dominguez Hills	11
79	National University	11
80	Occidental College	11
81	Florida Atlantic University	11
82	DePaul University	11
83	University of Maryland-College Park Campus	11
84	Fairleigh Dickinson University-all campuses	11
85	SUNY at Buffalo	11
86	George Mason University	11
87	University of Northern Colorado	10
88	University of Illinois at Urbana	10
89	College of Santa Fe	10
90	CUNY York College	10
91	SUNY College at New Paltz	10
92	Baylor University	10

PUBLIC ADMINISTRATION AND SERVICES

1	Boricua College	71
2	Florida International University	55
3	The University of Texas-Pan American	43
4	San Diego State University	37
5	Audrey Cohen College	30
6	California State University-Los Angeles	27
7	California State Polytechnic University-Pomona	26
8	New Mexico State University-Main Campus	26
9	California State University-Fresno	23
10	California State University-Fullerton	23
11	Saint Mary's University	23
12	CUNY John Jay College of Criminal Justice	22
13	Springfield College	20
14	Our Lady of the Lake University-San Antonio	19
15	University of Southern California	17
16	The University of Texas at El Paso	17
17	San Jose State University	16
18	California State University-Dominguez Hills	14
19	University of California-Berkeley	14
20	CUNY Lehman College	14
21	Southwest Texas State University	13
22	CUNY York College	12
23	SUNY Empire State College	12
24	California State University-Long Beach	11
25	University of Central Florida	11
26	The University of Texas at Austin	11
27	Arizona State University-Main Campus	10
28	University of Southern Colorado	10

SOCIAL SCIENCES AND HISTORY

1	University of California-Los Angeles	340
2	University of California-Berkeley	248
3	The University of Texas at Austin	155
4	Florida International University	144
5	University of California-Santa Barbara	129
6	University of California-San Diego	111
7	University of California-Davis	80
8	University of Arizona	79
9	University of California-Irvine	78
10	University of California-Santa Cruz	75
11	The University of Texas at San Antonio	75
12	California State University-Northridge	71
13	Rutgers University-New Brunswick	69
14	CUNY Lehman College	68
15	San Diego State University	66
16	The University of Texas-Pan American	65
17	Texas A & M University	63
18	California State University-Fresno	62
19	University of New Mexico-Main Campus	61
20	CUNY Hunter College	60
21	California State University-Los Angeles	57
22	California State University-Long Beach	56
23	The University of Texas at Brownsville	54
24	Arizona State University-Main Campus	53
25	Stanford University	53
26	San Jose State University	52
27	Harvard University	51
28	CUNY City College	47
29	University of Houston-University Park	45
30	University of Maryland-College Park Campus	44
31	Queens College	43
32	University of Florida	42
33	New York University	42
34	University of Southern California	41
35	Columbia University in the City of New York	41
36	Saint Mary's University	41
37	San Francisco State University	40
38	University of Illinois at Urbana	40
39	University of Michigan-Ann Arbor	40
40	SUNY at Binghamton	40
41	California State University-Fullerton	39
42	Florida State University	39
43	Fordham University	39
44	University of South Florida	38
45	The University of Texas at El Paso	38
46	George Mason University	38
47	Saint Thomas University	37
48	Southwest Texas State University	37

Bachelor's Degrees Conferred to Hispanics

by Academic Program

SOCIAL SCIENCES AND HISTORY (CONT'D)

49	SUNY at Albany	36
50	Texas A & M University-Kingsville	36
51	California Polytechnic State University-San Luis Obispo	35
52	SUNY at Stony Brook	35
53	University of Washington	35
54	University of Colorado at Boulder	34
55	University of Miami	34
56	CUNY John Jay College of Criminal Justice	34
57	California State University-San Bernardino	32
58	University of California-Riverside	32
59	New Mexico State University-Main Campus	32
60	University of Illinois at Chicago	31
61	California State University-Hayward	29
62	Georgetown University	29
63	The University of Texas at Arlington	29
64	University of Wisconsin-Madison	29
65	California State University-Chico	28
66	Santa Clara University	28
67	University of Northern Colorado	28
68	Texas Tech University	28
69	California State University-Sacramento	27
70	Saint John's University-New York	27
71	American University	26
72	University of Notre Dame	25
73	Cornell University-Endowed Colleges	25
74	Metropolitan State College of Denver	24
75	Mercy College-Main Campus	24
76	Loyola Marymount University	23
77	Loyola University of Chicago	23
78	Boston College	23
79	George Washington University	22
80	United States Naval Academy	21
81	Princeton University	21
82	New Mexico Highlands University	21
83	California State Polytechnic University-Pomona	20
84	Southern Methodist University	20
85	California State University-Dominguez Hills	19
86	SUNY at Buffalo	19
87	University of Utah	19
88	Colorado State University	18
89	University of Oregon	18
90	University of Pennsylvania	18
91	Saint Edward's University	18
92	The University of Texas at Dallas	18
93	Occidental College	17
94	Yale University	17
95	Duke University	17
96	Baylor University	17
97	California State University-Bakersfield	16
98	Jersey City State College	16
99	University of Rochester	16
100	Texas A & M University-Corpus Christi	16
101	University of San Diego	15
102	United States Air Force Academy	15
103	University of Connecticut	15
104	DePaul University	15
105	Boston University	15
106	Tufts University	15
107	CUNY Brooklyn College	15
108	Texas A & M International University	15
109	Purdue University-Main Campus	15
110	University of Southern Colorado	14
111	Northeastern Illinois University	14
112	University of Massachusetts-Boston	14
113	Michigan State University	14
114	Montclair State University	14
115	William Paterson College of New Jersey	14
116	Ohio State University-Main Campus	14
117	The University of Texas of the Permian Basin	14
118	Claremont McKenna College	13
119	Pomona College	13
120	Florida Atlantic University	13
121	Rollins College	13
122	Emory University	13
123	Indiana University-Bloomington	13
124	College of the Holy Cross	13
125	University of Massachusetts-Amherst	13
126	University of Minnesota-Twin Cities	13
127	University of Nevada-Reno	13
128	Brown University	13
129	Chapman University-Academic Centers	13
130	California State University-Stanislaus	12
131	University of Central Florida	12
132	Northern Illinois University	12
133	Dartmouth College	12
134	Syracuse University-Main Campus	12
135	Brigham Young University	12
136	University of Colorado at Denver	11
137	University of Iowa	11
138	Western New Mexico University	11
139	Saint Joseph's College-Suffolk Campus	11
140	SUNY College at Purchase	11
141	Our Lady of the Lake University-San Antonio	11
142	University of Virginia-Main Campus	11
143	California State University-San Marcos	11
144	Northern Arizona University	10
145	University of San Francisco	10
146	Sonoma State University	10
147	University of Colorado at Colorado Springs	10
148	Colorado College	10
149	Wesleyan University	10
150	Illinois State University	10
151	Amherst College	10
152	Williams College	10
153	Incarnate Word College	10
154	Sul Ross State University	10
155	Trinity University	10

Vice Chancellor for Research

University of Massachusetts Amherst

The University of Massachusetts Amherst is looking for a dynamic, visionary leader with a record of professional experience and accomplishment to help lead the University into the twenty-first century. The University of Massachusetts Amherst campus, the flagship of the five-campus University of Massachusetts system, and home to 1200 faculty members, 19,000 undergraduates, and 6,000 graduate students, is poised to enhance its stature as a leading public university in the twenty-first century. With a current campus budget of $490 million, including $60 million in external support for research and scholarship, and an active outreach program, the University of Massachusetts Amherst is a land-grant, Carnegie I Research University with aspirations of joining the Association of American Universities in the near future.

As the chief research officer of the University, the Vice Chancellor for Research advances the research mission of the University and represents the University's research interest to federal and state governments, to industry, and to other national and international constituencies. Working closely with the faculty to encourage research and scholarly activities, the Vice Chancellor is responsible for overseeing all policies and procedures relating to research, technology transfer, and economic development. The Vice Chancellor for Research works closely with the Provost on the development of strategic directions and budgetary recommendations which encompass the full academic mission of the University. They have joint responsibility for the Graduate School and, together, provide leadership in the multiple missions of the University.

The Vice Chancellor for Research is part of the Chancellor's administrative team, which also includes the Provost, Vice Chancellors for Administration and Finance, Student Affairs, and Advancement, the Deputy Chancellor and Associate Chancellors, and also works cooperatively with representatives of the other four campuses and the central office of the five-campus system. The Vice Chancellor for Research has administrative responsibility for the offices of Research Affairs, Grant and Contract Administration, Technology Transfer, Sciences and Technology Advancement, Economic Development, Animal Care, and the University Press.

The qualifications for the positions include:

- strong and well articulated research vision and thorough understanding of the mission of a major land-grant research and teaching institution;
- strong commitment to the campus' strategic priorities, which include teaching and learning, advancing research and graduate education, promoting economic development, and embracing diversity and pluralism;
- record of distinguished scholarship appropriate for appointment as a tenured full professor in an academic department of the University;
- significant academic administrative experience;
- demonstrated ability to work effectively with faculty members, students, staff members, administrators, and public and private funding agencies;
- full understanding of the contributions and requirements of scholars from all fields;
- familiarity with university patents and licensing

The position will begin January 1, 1998. To ensure full consideration, nominations and applications, complete with a vitae, should be received by May 15, 1997. Acceptance of nominations and applications will begin immediately and continue until a candidate has been selected. Please send nominations and applications to Vice Chancellor for Research Search Committee, Chancellor's Office, 369 Withmore Administration Building, University of Massachusetts, Amherst, MA 01003

The University of Massachusetts Amherst is an affirmative action/equal opportunity employer.

Bachelor's Degrees Conferred to Hispanics

by Academic Program

THEOLOGICAL STUDIES/ RELIGIOUS VOCATIONS

1	Southwestern Assemblies of God College	11

TRANSPORTATION AND MATERIAL MOVING

1	Embry-Riddle Aeronautical University	72
2	Southern Illinois University-Carbondale	16

VISUAL AND PERFORMING ARTS

1	Florida International University	42
2	University of California-Los Angeles	34
3	New York University	28
4	California State University-Los Angeles	27
5	California State University-Long Beach	26
6	The University of Texas at Austin	26
7	University of Miami	25
8	University of North Texas	25
9	University of California-Santa Cruz	24
10	San Diego State University	24
11	University of Arizona	22
12	California State University-Fullerton	21
13	School of Visual Arts	19
14	The University of Texas at San Antonio	19
15	Art Center College of Design	18
16	Arizona State University-Main Campus	17
17	California State University-Northridge	17
18	University of California-San Diego	17
19	University of California-Santa Barbara	17
20	CUNY City College	17
21	San Jose State University	16
22	San Francisco State University	15
23	University of New Mexico-Main Campus	15
24	Southwest Texas State University	15
25	University of California-Berkeley	14
26	University of California-Davis	14
27	New School for Social Research	14
28	The University of Texas at El Paso	14
29	University of Florida	13
30	School of Art Institute of Chicago	13
31	CUNY Hunter College	13
32	SUNY College at Purchase	13
33	University of California-Irvine	12
34	University of South Florida	12
35	University of Illinois at Chicago	12
36	University of Washington	12
37	California Polytechnic State Univ-San Luis Obispo	11
38	University of Colorado at Boulder	11
39	Florida State University	11
40	Texas A & M University-Corpus Christi	11
41	The University of Texas-Pan American	11
42	Texas A & M University-Kingsville	11
43	University of Southern California	10
44	University of Central Florida	10
45	University of Houston-University Park	10
46	Texas Tech University	10

* All rankings based on latest available data from National Center for Education Statistics, U.S. Department of Education

PUERTO RICO RANKINGS

Bachelor's Degrees

1	University of Puerto Rico-Rio Piedras Campus	2,385
2	University of Puerto Rico-Mayaguez	1,331
3	Pontifical Catholic University of Puerto Rico-Ponce	1,180
4	Inter American University of Puerto Rico-Metro	1,033
5	University of Sacred Heart	706
6	Inter American University of Puerto Rico-San German	590
7	Universidad del Turabo	506
8	Inter American University of Puerto Rico-Bayamon	476
9	University of Puerto Rico-Humacao University Col	448
10	Inter American University of Puerto Rico-Arecibo	445
11	Universidad Metropolitana	427
12	University of Puerto Rico-Cayey University College	405
13	University of Puerto Rico-Bayamon Tech Univ Col	400
14	University of Puerto Rico-Arecibo Campus	397
15	Inter American University of Puerto Rico-Ponce	312
16	University of Puerto Rico-Medical Sciences Campus	300
17	Bayamon Central University	263
18	Inter American University of Puerto Rico-Barranquitas	241
19	Universidad Politecnica de Puerto Rico	231
20	Inter American University of Puerto Rico-Fajardo	197
21	Inter American University of Puerto Rico-Aguadilla	196
22	University of Puerto Rico-Ponce Technical Univ Col	184
23	American University of Puerto Rico	181
24	Caribbean University-Bayamon	141
25	Inter American University of Puerto Rico-Guayama	106

Master's Degrees

1	University of Puerto Rico-Rio Piedras Campus	366
2	Inter American University of Puerto Rico-Metro	285
3	University of Puerto Rico-Medical Sciences Campus	247
4	University of Phoenix-Puerto Rico Campus	204
5	Pontifical Catholic Univ of Puerto Rico-Ponce	172
6	Universidad del Turabo	150
7	University of Puerto Rico-Mayaguez	127
8	Inter American University of Puerto Rico-San German	87
9	Caribbean Center for Advanced Studies	62
10	Universidad Metropolitana	46
11	Bayamon Central University	42
12	Universidad Politecnica de Puerto Rico	27
13	University of Sacred Heart	22
14	Center for Advanced Studies on PR & The Caribbean	16

Doctorate Degrees

1	University of Puerto Rico-Rio Piedras Campus	34
2	Caribbean Center for Advanced Studies	25
3	Inter American University of Puerto Rico-Metro	8

THEATRE
Technical Director

The School of Communication and Fine Arts at New Mexico Highlands University is seeking applications for the position of Theatre Technical Director to begin Fall semester 1997. **Responsibilities:** Supervise all technical aspects of theatrical productions including set design and construction, lighting and costumes. **Duties** will also include management of all technical infrastructure in Ilfeld Auditorium and the scene shop. Candidate should also be prepared to teach one course in technical theatre each semester. **Qualifications:** B.A. with a specialization in technical theatre minimum. Successful track record as designer/technical director will be viewed favorably. **Salary Range:** $20,000 — $25,000. **Application Deadline:** Screening of applications will begin on May 1, 1997. Position open until filled. **Application:** The initial application file will consist of a letter of intent, current resume, names, addresses and telephone numbers of three (3) references and copy of transcripts. Portfolio and supporting materials may be requested at [illegible]. Applications should be sent to: Dr. Margaret Mertz, Chair, Theatre Technical Director Search and Screen Committee, Department of Communication and Fine Arts, New Mexico Highlands University, Las Vegas, New Mexico 87701. For disabled access or services, call (505) 454-3238, or TDD (505) 454-3003.

NEW MEXICO HIGHLANDS UNIVERSITY

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Assistant/Associate Professor of Art

The School of Communication and Fine Arts at New Mexico Highlands University is seeking applications for the position of Assistant/Associate Professor of Art (tenure-track) to begin Fall 1997 semester. **Responsibilities:** Duties include teaching the full range of art history courses, teaching the art appreciation course in the core curriculum, maintaining the slide library, teaching studio classes in printmaking. **Qualifications:** Terminal degree. Doctorate or M.F.A. required. Record of successful university teaching preferred. The successful candidate must have the academic training and experience to teach a full range of art history classes, the art appreciation course in the core curriculum, the classes in the studio area of printmaking, and to maintain the slide library. **Salary Range:** $30,000 to $36,000. **Application Deadline:** May 1, 1997. **Applications:** The initial application file will consist of a letter of intent, current resume, names, addresses and telephone numbers of three (3) references, copy of transcripts and twenty (20) slides of recent work with self-addressed stamped envelope. Applications should be sent to: Mr. David Lobdell, Chairperson of Search and Screen Committee, Department of Communication and Fine Arts, New Mexico Highlands University, Las Vegas, New Mexico 87701. For disabled access or services, call (505) 454-3238, or TDD (505) 454-3003.

New Mexico Highlands University

AA/EEO Employer

Latin American Studies Moving in All Directions

From Mississippi to Milwaukee and Points in Between

by Tina Rodgers Lesher, Ed.D.

Matilda Romanowski admits that studying about Latin America "is a way of being at home away from home."

But Romanowski, a native of a small Mexican town, also views her Latin American studies at Rutgers as a valuable asset.

"I feel that it is a very important part of the world, and that in the future, there will be more need for professionals who know the area not only geographically but in other important aspects," says Romanowski, an ex-journalist and junior at Rutgers' Douglass College.

Close to 200 U.S. colleges and universities list Latin American studies among their offerings. A wide range of courses, from Latin American Culture to Developing Economics to the Political Violence in Colombia, attract students from varied majors and backgrounds.

Mary Jo Dudley, associate director of Cornell University's Latin American Studies Program (LASP), described a recent day when five undergraduates inquired about enrolling in the institution's new concentration in Latin American studies.

"They were from different disciplines—Romance studies, history, industrial relations, agricultural economics, and anthropology," she said, adding that Latin American concentration is growing as "students learn about it."

Thirteen students comprised the first group of Cornell undergraduates to complete the concentration last year. Requirements include taking a minimum of 15 academic credits from a course list of 60; students must also demonstrate a proficiency in Portuguese, Spanish, or Quechua. More than 130 faculty members in varied departments are associated with the Latin American studies program, designated as a national resource center by the U. S. Department of Education.

Cornell junior Denene DeQuintal, an anthropology major, typifies the student attracted to the concentration. She enrolled last semester in Latin American Cities, a course offered through the department of city and regional planning. The class included a two-week field trip to Mexico City during winter break.

"I never would have taken a course in Latin American studies," said DeQuintal. "And it's one of the best courses I've taken."

"From what I see—and this is unscientific polling—the market is getting more competitive, and students want more credentials," says Sylvia Gonzalez, Duke University's assistant program coordinator of Latin American studies. Under a joint federally funded Duke-University of North Carolina program, students may enroll in related courses at either institution. A wide range of outreach activities is available, as well as special classes. For example, a Yucatec Maya course includes weeks of intensive studies followed by a field orientation in Yucatan.

Matilda Romanowski

More than 250 graduate and undergraduate students are pursuing certificates in Latin American studies through the Center for Latin American Studies at the University of Pittsburgh. Shirley Kregar, assistant director for the center, credits several factors for the rising number of students—passage of the North America Free Trade Agreement (NAFTA), an interest in "our neighbors to the South," the expanding use of Spanish, job opportunities, and a curiosity about another part of the world.

"We are growing—absolutely," says the enthusiastic Kregar.

In concert with its objective of internationalizing its campus, Michigan's Grand Valley State University offers cross-departmental international programs, including a minor in Latin American studies. Students have included a biology major aspiring to work in the Amazon, a business major hoping to pursue a career in international trade, and a sociology major who wants to work with Latinos in this country. With other programs like Russian Studies and East Asian Studies, GSVU is attempting to promote the reality in the adage: "Act locally; think globally."

While overall interest in Latin American studies appears to be growing at American colleges and universities, particularly on the graduate level, some undergraduate programs are struggling to attract students who will major in the discipline. At the University of Connecticut, a general education class titled "Introduction to Latin America" is so popular that the school has trouble keeping up with the demand for it. But only 10 to 15 undergraduate students major in Latin American studies. Julia Barstow, program assistant of the Center for Latin American and Caribbean Studies at UConn, calls these numbers "depressing" in light of the rising enrollment in the business school. Barstow and other center staff members are attempting to market the undergraduate major, she says, by working with the university's Study Abroad program and by "talking it up. There's a lot going on in Latin America—it's a huge area of the world."

Latin American study is an outgrowth of the educational ferment of the '60s, when ethnic studies courses flourished on major campuses. Today, many institutions are faced with retirement and loss of active area-studies faculty who are not being replaced. The type of student once attracted to the ethnic-study arena also reportedly has changed.

"We're not attracting the politically active students we saw before," says Julie Kline, outreach and academic program coordinator at the Center for Latin America, University of Wisconsin-Milwaukee. She believes that continued growth in Latin American coursework will depend on schools' financial and academic commitment to the programs.

Rutgers has increased the visibility of its program in the past few years by putting Latin American studies under the aegis of the department of Spanish and Portuguese and by appointing well-known author Tomas Eloy Martinez as the director.

"The changes have revitalized the program," says Thomas Stephens, associate professor, citing growing numbers of majors and of those who take the 18-credit minor. He terms New Jersey a "microcosm of Latin America." But, he adds, the Rutgers program attracts "Latinos and non-Latinos—anybody with a passing interest in Latin American studies."

A perusal of the Internet Web sites reveals descriptions of many Latin American studies programs, from the interdisciplinary one at West Chester University to the so-called "user-friendly" major at the University of Miami.

Marina Cunningham

Mississippi State University has no formal Latin American studies program, though a liberal arts major can use Latin America as a focus area. Still, MSU graduate students at the school have initiated an on-line electronic textbook on Latin American history. Don Mabry, associate dean of the College of Arts and Sciences and a history professor, started the project because, he reports, "there wasn't much available on the Web on Latin American history." The objective of the on-line Historical Text Archive is to provide basic histories about Latin American countries and to link the site to other Latin American materials on the Web.

The Latin American Network Information Center, found on the Web at lanic.utexas.edu., has been called the most complete library of its kind on the Internet, and RETAnet, out of the University of New Mexico, is designed for secondary school educators but provides a wealth of linked resources that can be used by college students.

The Consortium of Latin American Studies Programs (CLASP), an organization in which program administrators share ideas about teaching and outreach efforts, provides its reports on the Internet through the Roger Thayer Center at Tulane University. The Web site of the Latin American Studies Association, an association of more than 4,000 individual and institutional members, keeps interested parties up on dates of that organization and its international congresses.

The extraordinary research possibilities notwithstanding, the overall number of American students majoring in Latin American studies remains fairly small. U.S. colleges and universities, however, continue to recognize the importance of strengthening related courses across the disciplines. Thus, students with varied academic interests can be introduced to Latin America.

The reasoning, no doubt, can be tied to the future.

"Regions are uniting, rather than countries," says Marina Cunningham, director of the Global Education Center at Montclair State University.

Cunningham, who lived in Ecuador for five years, regularly leads educational tours to that country and to Peru; the next trip is slated for this summer. She argues that Latin American countries must take Europe's lead and come together economically, that studying Latin America is "where it will be" in the future.

"Let's face it," she comments. "Latin America is the new frontier."

Romanowski would agree. At 39, she is considered a nontraditional student with a double major in Spanish literature and Latin American studies and a desire to continue for a Ph.D. in Latin American literature. And while she recognizes the important future role of countries such as her native Mexico, she candidly assesses "the true reason" why she engages in her heavy academic workload: "I love Latin America."

Going the Distance without Leaving Home

Cybertime and the Learning Is Easy

by Alex Morales

“If you ever wanted a college degree and thought that it wasn't possible because you were too old, or too far from campus, or too incapacitated, or your work schedule was too crazy to allow it—this is your chance.

"Enroll in one of the Going the Distance schools. Get a degree. It's not difficult, it's not expensive, and it's definitely not hard."

So says Paula Keiser, enthusiastic coordinator of distance learning at New Jersey Network (NJN). NJN is New Jersey's public telecommunications network, with television and radio programs aired via UHF channels statewide and carried on cable systems throughout New Jersey—all of them—and in parts of New York, Pennsylvania, Delaware, and Connecticut.

As colleges seek new ways to educate diverse populations, they increasingly form new partnerships. NJN is such a partner, though not a new one. The Network has carried educational telecourses for viewers for more than 25 years. But the emergence/convergence of cable, computers, satellites, faxing, fiber-optics, and more is shattering the physical walls of college classrooms in ever more dramatic ways, all under the heading of distance learning.

Going the Distance is a collaborative effort of NJN, the Public Broadcasting System (PBS), and 20 colleges in New Jersey. The college-level program allows adults or disadvantaged people, perhaps those who are homebound for physical or financial reasons, to earn credits toward a degree by participating in classes broadcast via satellite. Students enrolled in Going the Distance can complete a degree conveniently from their homes and interact with their professors via technologies old and new.

"Students watch the telecourse on television, and then they communicate with the instructor either by computer modem, or by e-mail, or by telephone, or by whatever means the instructor prescribes. They never have to go to the campus," explains Keiser.

"I had the opportunity to have contact with students that I would never meet in an ordinary campus classroom setting."

Amparo Codding,
professor of Spanish,
Bergen Community College

Who are these students? Keiser says that the people who sign on for Going the Distance are often those who participate in the evening and want off-campus courses. Mostly they are older students. "The traditional student has the resources and the freedom to be able to attend courses on campus," she says.

How many have enrolled? Approximately 5,500, the highest number of telecommuting students in the country, according to Sandra Lanman, NJN's director of communications.

How do students sign up? Interested students must register at a local participating college and work with a counselor to determine a course of study and set up a schedule. The cost for courses can vary since it is based on the tuition at each college.

In addition to these off-campus offerings, NJN works with schools to develop innovative on-campus offerings. Using new technology, students and teachers can be linked throughout the state, the nation, or even the world.

Students at one New Jersey school view a class while it is being conducted by a teacher in Nebraska. The New Jersey students, using speaker phones, can respond to the teacher and be heard simultaneously by students taking the same course at different sites. Through this strategy, schools can serve up courses that might otherwise be unavailable, such as advanced mathematics or electives in the social sciences.

New Jersey Network supports interested colleges in several ways: by providing technical planning to determine the proper equipment for each school; through curriculum planning tailored to the school's requirements; by conducting workshops that introduce distance learning to the school; by lending its experienced technical staff to supervise specifications and bidding on the distance learning equipment.

A similar effort, the New Jersey Intercampus Network, NJIN, also provides interactive distance learning using a combination of technologies. Working with Bell Atlantic, 39 colleges and many high schools within the state are linked with two-way audio and video so that students can "tune in" to a teacher and course at another site. This has enabled the colleges to offer courses that have traditionally had only low enrollments, such as Russian or Japanese, and to register enough students at a variety of sites to make the course financially feasible. High schools have used the network to offer advanced placement courses as well as elective courses and college courses.

Amparo Codding, professor of Spanish at Bergen Community College in Paramus, N.J., has taught on the interactive television network. She calls the experience "unique" and believes that it offers several advantages to students and to teachers.

"I had the opportunity to have contact with students that I would never meet in an ordinary campus classroom setting," she said, describing her experience of teaching an Advanced Spanish Conversation course. Codding was linked with students at Ramapo College, miles away, but taught the course from her home campus at Bergen.

"It also forced me to teach differently and to get creative in using the technology," she said. "For example, sometimes the camera range between the two sites can be restrictive, but I solved the problem by having my students at both sites sit together in a circle. I also developed new kinds of course requirements based on a fixed camera shot, such as having the students demonstrate and explain how to do something in Spanish."

Codding's experience allays some of the misconceptions about distance learning, among them, that it is a passive form of education and that it will lead to a loss of faculty jobs.

"If you ever wanted a college degree and thought that it wasn't possible because you were too old, or too far from campus, or too incapacitated, or your work schedule was too crazy to allow it—this is your chance."

Paula Keiser,
coordinator of distance learning,
New Jersey Network

When asked if distance learning will replace the traditional classroom, NJN's Keiser says, "Absolutely not, no. What we're doing is extending the capability of the traditional classroom. We're not trying to replace it, and there is no way we can. You cannot possibly fit as many students on a satellite channel as you can in a classroom or an auditorium."

Keiser adds, "Going the Distance is a supplement. If technologies like the Internet start supplementing education and students can participate in unlimited numbers in non-real time, then possibly we might get significant changes in the education system. But I don't think anything will ever replace the traditional classroom."

Keiser suggests that the Going the Distance program, and the associate's degree that can be earned, is designed to give students a launching pad into a four-year college. While Going the Distance is only three years old, it will soon produce graduates who, it is believed, will generally take four years to complete the curriculum. The program is accredited. Students can transfer to a variety of colleges within the state.

NJN is also increasing access to educational experiences through its electronic field trips program. Designed mostly for public schools, it allows students and teachers throughout the state to visit new lands or meet great artists without leaving their classrooms. Last year, 85 schools in 42 districts participated in the program. Students were taken behind the scenes for Election '96; to Florida to learn about the protection of endangered species in the shadow of the Space Shuttle; to Antarctica to explore the ecology of the continent; and to The Kennedy Center for the Performing Arts, for interactive programs with the Billy Taylor Trio, a music group of considerable and long-held renown in jazz circles.

The field trips program has been a joint effort of NJN, the Public Broadcasting System, New Jersey Alliance for Arts Education, and the New Jersey Department of Education.

These efforts to expand and enrich curricula are an important step in addressing quality and access. But logistical problems remain. School officials and teachers acknowledge that the training they need to use the technology often goes beyond the usual one-shot workshop. In addition, college-level courses that call for a variety of teaching tools can challenge even the most dedicated professor.

"Some days the technology just doesn't work—you can't make the connection due to problems on the system," said Codding. "In that case, you

continued on page 28

Pontifical University Seeks Truth and Expansion

College President Decries Manipulation, Image, Spin

by Joyce Luhrs

Lorenzo Albacete, new president of the Pontifical Catholic University of Puerto Rico, has a very distinct message concerning what the institution will stand for in the next century.

"I want the university to be a peaceful environment, one where there is clearly a commitment to the truth that is clearly not the result of manipulation by political or economic ideological forces or prejudices.

"I believe people today have become very skeptical about what they see, read, or hear because they know that information has been manipulated. Everything is image. Everything is spin," he said.

"It's difficult to find out what lies behind the image. This has given rise to a kind of skepticism at the university on a philosophical level and even at the level of discovering the truth about what really makes the world run, about the present situation at all levels."

Albacete believes that money has driven many universities to become vulnerable to manipulation by economic and political correctness. He was very clear that his university would not accept a donation with strings attached. "This university is very concerned about its Catholic identity. It considers itself a Catholic university at the cultural and intellectual level. We want to retain our independence to say what we want to say with fidelity to Catholic identity," he stated.

He wants to increase the visibility of the university. "We've been too silent in the past," he said. With headquarters in the southern region of the city of Ponce, branch campuses in Mayaguez, Guayama, and Arecibo, and an extension in Coamo, Albacete has his sights on expanding the institution further, to include a campus in the New York/New Jersey/Connecticut area.

With the distinction of being named a pontifical university, the institution grants its degrees with all of the authority of the state and also in the name of the Vatican. "This distinction means you can move into any other such program or university in the world. For example, we have a program in tourism administration that is sensitive to culture and business as a human event. We can send students of our program to any college in the world that has a pontifical university," noted Albacete.

He believes that Catholic universities have a very definite place in today's society. "We want to give witness to a lack of prejudice, to freedom, and respect to the various demands of the sciences and other studies, and root it in the conviction of the truth," he said.

> **"People today have become very skeptical about what they see, read, or hear because they know that information has been manipulated. Everything is image. Everything is spin."**
>
> **Lorenzo Alcabete,**
> **president,**
> **Pontifical Catholic University of Puerto Rico**

He noted that he was appointed by the Pope personally to bring the Catholic church's message to humanity in the next millennium. "The Pope has given emphasis to Catholic university education to turn out what a Catholic university will mean in the next century," he said.

He describes the university as offering professional excellence measurable by any standard with a sense of purpose, values, and sensitivity to life and justice within an ethical framework. He believes that other universities fragment the human person. He wants students to be true to their own identity and to find life worthwhile by exploring their roots and experience. With nearly 100 percent Hispanic enrollment, students are able to explore their Puerto Rican history and roots throughout the curriculum via courses in literature, history, Hispanic studies, and others.

Ms. Santiago de Velez, vice president of academic affairs, concurs. "Students have access to a special type of education here that is free of political/socioeconomic interests. Most come for the general peaceful environment, which the parents like. We focus on the moral values, which we try to teach to the students," she said.

But the 11,462 students attending the institution's branch and extension campuses do not pursue their studies only on the island. Several exchange programs have been established on the continental United States—with New York University in social work, Case Western Reserve (Cleveland, Ohio) in engineering, Wisconsin University in

EDIFICIO LUISA NATALI ROCA
COLEGIO DE ADMINISTRACION COMERCIAL

> **"I have found the environment excellent. You know everybody, and the professors are always there for you."**
>
> **Teresita Ortiz,**
> **accounting major,**
> **Pontifical Catholic University**
> **of Puerto Rico**

veterinary studies, Connecticut University in commerce and business, and in all areas at Seton Hall University in New Jersey.

One of the most innovative programs at the university is the New Waves of the Caribbean, a foundation to promote the economic development of the island. The foundation ties together six other universities in the Caribbean basin and in Jamaica and the Dominican Republic and on the mainland, with Connecticut State University.

The Pontifical Catholic University provides financial aid to more than 80 percent of the student body, as well as encouragement to pursue their postsecondary education degrees, at a time when Hispanics are dropping out of high school in large numbers on the mainland. Notably, the university has graduated large numbers of students in fields where they are markedly absent elsewhere—in the sciences, engineering, and mathematics. In 1994, Catholic University ranked tenth nationally in producing Hispanic Ph.D.s in the natural sciences and engineering, third in chemistry, and fifth in the life sciences.

With a grant from the National Science Foundation, the institution is working with other universities in Puerto Rico to encourage Hispanic involvement and interest. "We are a vastly Hispanic campus and the majority. There's no stereotyping that Hispanics must go into specific fields here," stated Albacete.

Collaborative agreements with other universities provide students with greater opportunities. Working with Clark-Atlanta University (Atlanta, Ga.), supported in part by the Minority Science Improvement Program (MSIP), a new degree was established in the environmental sciences. This program also supports improvement in the mathematics and chemistry curriculum through computer instruction and multimedia systems. "As a result of this program, we hope to decrease the attrition rate among our students in these areas and increase retention in these subjects," said Santiago de Velez.

For the last 12 years, the Minority Access to Research Careers (MARC) program funded by the National Institute of Health has worked with high-achieving students interested in

BIBLIOTECA
ENCARNACION VALDES

> **"Students have access to a special type of education here that is free of political/socioeconomic interests."**
>
> **Ms. Santiago de Velez, vice president of academic affairs, Pontifical Catholic University of Puerto Rico**

pursuing opportunities in science and mathematics. With a grant of nearly $350,000 per year, 18 talented students go through the honors program in the College of Sciences and immerse themselves in scientific research.

For Teresita Ortiz, who comes from a family of four brothers and two sisters in Ponce, the university offered a small college atmosphere and an honors scholarship. "It was close to home, and they offered me a honors scholarship. I have found the environment excellent. You know everybody, and the professors are always there for you. I have a lot of confidence in them," said Ortiz, who is majoring in accounting, as did both her mother and father at the same university.

Since coming to the university four years ago, Ortiz has been active in the Accounting Student Association, serving as vice president and now as a supporting member. With a 3.937 grade point average, she was named to the National Business Honor Society. As president of the group, she joins other top students in business who are learning about opportunities in business, communications, management, and marketing.

After graduating in May, she plans to continue to law school, but first she wants to pass the CPA exam. The law schools at Catholic University and the University of Puerto Rico in Rio Piedras are on her list of possibilities.

continued from page 25

have to have contingency plans. It's a whole different level of preparation."

Despite the glitches, students, faculty, and administrators alike agree on one point. The choices offered by these new teaching and learning tools will continue to extend their reach far beyond traditional boundaries.

"There's no question that students can now explore the world from their classrooms or homes," said Keiser. "This opens up new options for anyone who wants to learn."

HO Executive Editor Marilyn Gilroy contributed to this article.

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Immigrant America **Latino Pipeline** **Eloy Rodriguez** **Project TELL** **Media Preference**

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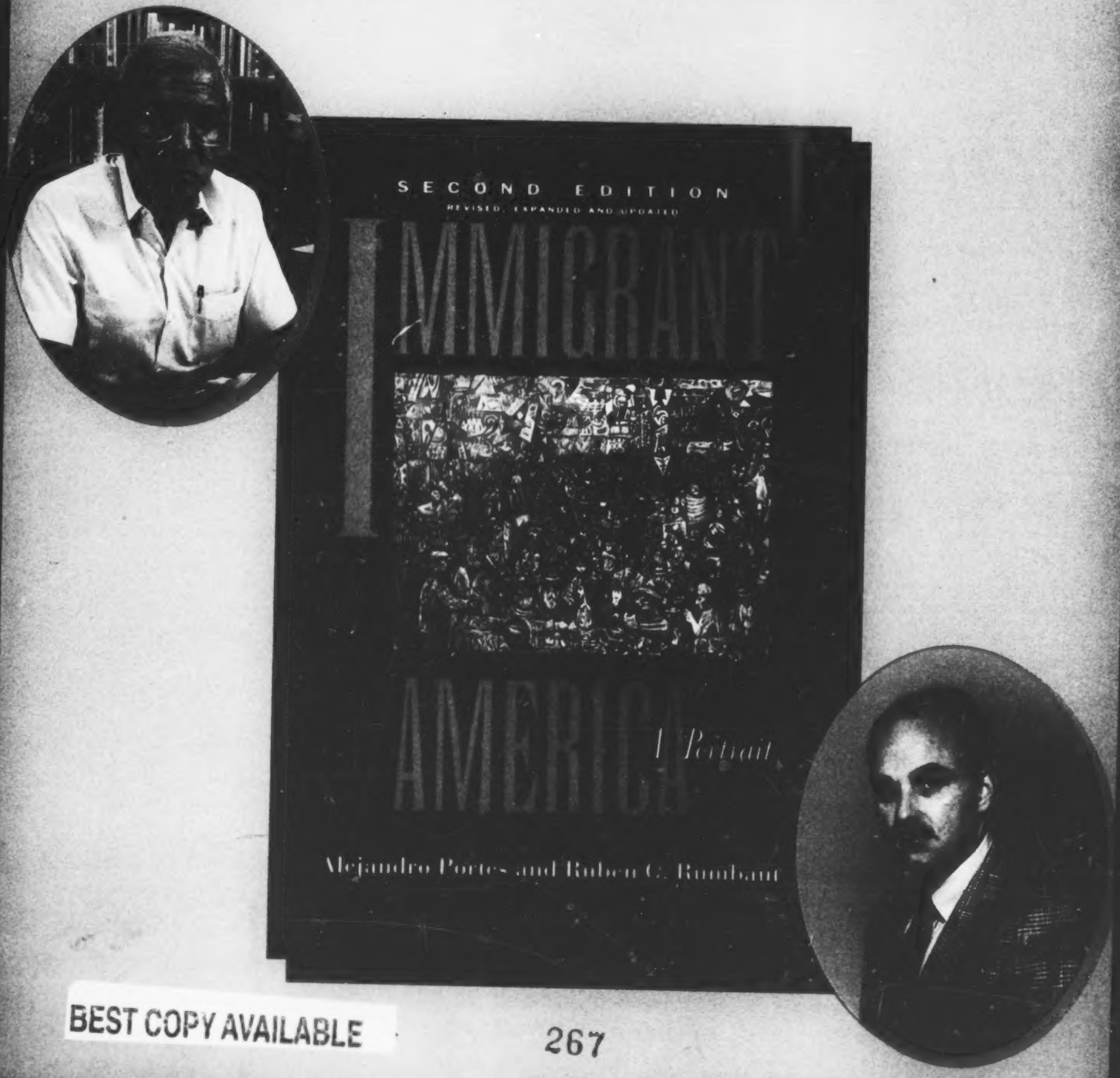
IMMIGRATION IN PERSPECTIVE



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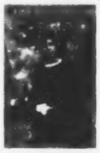

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College Aid, Tax Policy, and Equal Opportunity

Independent Report Cites Serious Flaws in Proposals

by Ines Pinto Alicea

Students from middle- and upper-income families will benefit from tax policies proposed by the Clinton administration, but poor children will not. Moreover, the proposals will not increase overall access to higher education, according to a report by two education research groups.

Calling the current national focus on investing in education "unprecedented," the study said that "the challenge is to find ways to promote affordability for middle-income families without detracting from efforts to support access for those with the greatest need." The report, *Taxing Matters: College Aid, Tax Policy & Equal Opportunity*, was produced by the Institute for Higher Education Policy, based in Washington, and The Education Resources Institute (TERI), based in Boston.

Congress is currently considering a number of tax-based proposals that the president has said would "open the doors of college to all who work hard and make the grade." One is a $1,500 tax credit for the first year of postsecondary study for all high school graduates from families earning less than $100,000. To retain the credit the second year, a student would need to maintain a B average and stay off drugs, defined as having no felony drug convictions. Another proposal would allow families paying for higher education to take a $10,000 tuition tax deduction. Lastly, the president calls for permitting the use of Individual Retirement Accounts (IRAs) to pay for higher education.

White House aides have said that a tax credit would help the typical middle-class family more than the tax deduction, which would disproportionately help those with higher incomes who itemize deductions.

David A. Longanecker, assistant secretary of education for postsecondary education, said that the report failed to recognize the political realities of Washington and the positive impact of a strong message that higher education can be attained. Longanecker said the political reality is that the Republican Congress is considering several options to provide Americans with tax relief, including corporate tax breaks, cuts in capital gains taxes, and educational tax-based proposals. If the administration does not push for the educational tax breaks, the money will not automatically be given to other educational programs, he said. Instead, it will likely be applied to the other tax relief packages Congress is considering that have nothing to do with education.

"Most of the tax credits will go to middle-income students—something we're not ashamed of—but if we're able to send a message as strong as this does, it will affect participation of lower-income students as well," Longanecker said.

Tax-based measures favor the middle and upper class in several ways. First, deductions applied on a scale will benefit those starting at a higher income base; secondly, lower-income families lack the discretionary income for expenditures that are later rewarded through tax policies. Lastly, the tax system is intimidating and confusing for taxpayers who don't have the knowledge or the resources to hire someone to help them gain the most from navigating it correctly, the report said.

"The argument that all programs should serve all students is just not good public policy," Longanecker said.

The tax breaks proposals are unlikely to have a major positive impact in the Latino community. Not only do Latinos have the highest high school drop-out rates and lowest college enrollment rates of all students, but Latino children are also twice as likely to be living in poverty (41 percent) as are non-Hispanic children (20 percent). The report notes a gap of nearly 30 percentage points—58.2 percent compared with 87.8 percent—between the college attendance rates of the lowest and highest income groups.

Tax policies do little to fix that because 71 percent of those with incomes above $30,000 itemize their deductions, while only 9 percent of those with incomes below $30,000 do so, said the report. In addition, the report showed that in 1985, when deductions for IRA contributions were highest, only 13.6 percent of taxpayers with incomes between $10,000 and $30,000 claimed the deduction versus 74.1 percent of those with incomes between $75,000 and $100,000.

Barmack Nassirian, director of policy analysis for the Washington-based American Association of State Colleges and Universities, calls the tax proposals a windfall "for those people who have money," adding that those who don't will have to wait up to 16 months to get the benefit.

The report argues that to help the poor, it would be more effective to improve the Pell Grants, a program based on need. President Clinton has proposed that Pell Grants be increased to $3,000 from $2,700. Longanecker said that the administration also hopes to expand the program next year by allowing an additional 130,000 new students to receive Pell Grants. Moreover, he said that while the tax policies would receive the largest share of new revenue, overall spending for Pell Grants will be higher. The administration plans to spend $40 billion on Pell Grants over the next five years, compared with $38 billion for tax benefits, he said.

"Tax policy is very useful in promoting affordability for higher education—we think that is a good thing," said Jamie Merisotis, president of the Institute for Higher Education Policy. "But need-based student aid policies improve both affordability and access to higher education."

The report said that there are both practical and political reasons for the tax-based approach. Tax provisions do not face annual budget reviews and oversight, and those who benefit from tax policies, typically upper- and middle-income families, have more political clout than do those who receive Pell Grants.

"As we move into the 21st Century, we face the greatest opportunity to advance college education since the GI Bill," said Ted Freeman, president of TERI. "Right now, only 25 percent of Americans have college degrees. Tax incentives alone will not get the job done. We need a balanced approach of student aid and tax policies to meet this challenge."

The report said that the proposals have fundamental and structural problems that also must be addressed. The tax incentives could provide institutions with an incentive to drive up tuitions to capture more revenue. Requirements tying academic progress to continued federal economic assistance could be complex and time consuming. Lastly, some analysts have questioned whether the Internal Revenue Service has the interest or expertise to verify student attendance to allow families to use their IRAs to pay for their child's education, the report said.

Immigrant America, A Portrait

Second Edition Informs, Advises, and Reassures

by Ted Oviatt

The average American knows precious little about the immigration process or about immigrants themselves. This ignorance fuels some of our hottest political discussions, including bilingual education, English-only initiatives, the high costs of immigration, education and benefits for non-citizens, and the advantages—or disadvantages—of NAFTA.

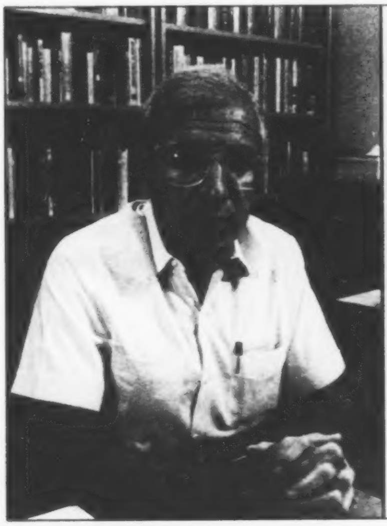
In 1990, sociologists and journalists alike hailed the arrival of *Immigrant America, A Portrait* as a comprehensive contribution to our enlightenment. Co-authors Alejandro Portes, professor of sociology at Princeton, and Ruben Rumbaut, professor of sociology at Michigan State, have recently completed a second edition. Added are two fascinating chapters that shed light on the growing public debate surrounding immigration issues, reflecting what the authors term "the vertiginous pace of recent historical change."

This second edition, updated with statistical support throughout, is as compact as the first, with 300 readable pages telling a story that is as interesting as it is important. The insights offered are useful for all Americans but indispensable to those who are, unfortunately, least likely to read them, our lawmakers.

The authors contend that public perception of the tensions and problems associated with immigration is simplistic and erroneous. One common but false assumption is the notion that government can, if it wishes, control immigration with relative ease through laws to discourage potential immigrants and through patrols to stop those who come anyway. Portes and Rumbaut suggest a much more complicated reality, one rooted in history and in flows and patterns that are in many cases more than 100 years old.

As a premier example, most think that Mexican immigration has always resulted from individuals trying to improve their lifestyles. The authors point to the American "geopolitical and economic expansion" in the 1840s, converting "the inhabitants into foreigners in their own land" when the United States took over roughly half of Mexico's territory. When rapid economic growth occurred in this area, paid agents went to Mexico's interior to recruit peasant labor with offers of free transportation and cash. As stated in *Immigrant America*, "Such movements across the border of the reduced Mexican republic were a well-established routine in the Southwest before they became redefined as 'illegal immigration.'"

The flow has never stopped, and though recruitment is no longer necessary, continued illegal immigration is still encouraged by the self-interest and the greed of employers who skirt the law in order to obtain labor that is honest, hard-working, and cheap. Modern "self-initiated migrations" can be traced first to movies, television, and advertisements that dramatize the advantages of life standards in the United States, and then to political ties with the United States via successive "North American interventions"



> ***In California one inspector has the responsibility to monitor "tens of thousands of firms in San Diego and Orange counties."***
>
> **Portes and Rumbaut,**
> ***Immigrant America***

in the sending countries (e.g. the Philippines, Taiwan, South Korea, Vietnam, Cambodia, Laos, El Salvador, and Cuba). From the Spanish-American War at the end of the 19th century to the various attempts to halt the expansion of Communism, each "intervention" has led to substantial immigration from the affected country to the United States. Together, with Mexico, these countries are the 10 largest contributors of immigrants to the U.S. today.

Another common error is the tendency to lump all of the immigrants from these diverse countries from many different parts of the world into one group—unskilled, uneducated, unwanted. *Immigrant America* stresses the diversity that could be seen as an asset—labor migrants, professionals, entrepreneurs, refugees, and asylees. Twenty percent of our legal immigrants have four years of university training, the same figure as for the native population. Many professionals bring skills we sorely need, and in fact their departure from the sending country often presents a "brain-drain" deficit at home, a problem that the authors explore at some length in terms of both gain and moral responsibility. Finally, even the labor element usually has more skills and more education than is average for the sending country.

Having convinced us that these new folks really aren't so undesirable, Portes and Rumbaut go on to point out that no "developed" country can admit everyone who wants to come. Government attempts to control immigration, however, must be based on the reality, not the myth, of immigration. Otherwise such attempts are destined to fail and might well produce the opposite of the desired outcome.

One example presented is the termination of the Bracero project with Mexico in 1964. Workers had received special visas for specific jobs when a supply of "willing and able" domestic workers was not available. Termination occurred not as a result of careful thought but in response to a public perception that there were too many "low-wage, foreign workers" around. The need for the labor continued; both eager workers and American employers went underground, and the now illegal immigration expanded rapidly.

A second example is the Immigration Reform and Control Act of 1986, which sought to legitimatize, through the offer of amnesty, illegal immigrants who had been here for a long time, and to impede further illegal entry by imposing "civil and criminal sanctions" on employers who hired undocumented workers. The law made no provision for requiring employers to check the authenticity of "documentation." Thus an underground business for providing phony documents grew and flourished. The teeth in the new law failed to stem the tide while the amnesty part provided its own disaster when officials realized that no provision had been made for the relatives of newly legalized aliens. In addition, returning to their theme of immigration occurring via ties with places of origin and networks among friends and relatives, the authors show how the newly amnestied draw more immigrants as time goes on. Therefore, a law intended to reduce immigration to satisfy an angry public ended up "increasing both legal and illegal immigration."

Again ignoring the reality of why and how immigrants come to this country, 60 percent of California's voters approved the so-called Proposition 187, intended to discourage illegal aliens by denying services such as public schooling and health care. The proposition is tied up in the courts because of questionable language, such as the requirement that schools report students and their families when school officials "reasonably suspect" a student to be illegal. If the proposition were to be enacted, however, the authors predict that the absence of services would not stop Mexican workers from coming (one study showed that 80 percent of Mexican workers planning to come here illegally said that the passage of Prop 187 would not change their plans) but would make them more vulnerable vis-à-vis prospective employers. According to the authors, "Paradoxically, this greater vulnerability of unauthorized immigrants would make them more attractive to California firms as a ready pool of plant labor." Again the result would be directly opposite of the intent.

The NAFTA Treaty is one more government decision that, according to Portes and Rumbaut, has gone awry. Contrary to fears expressed on this side

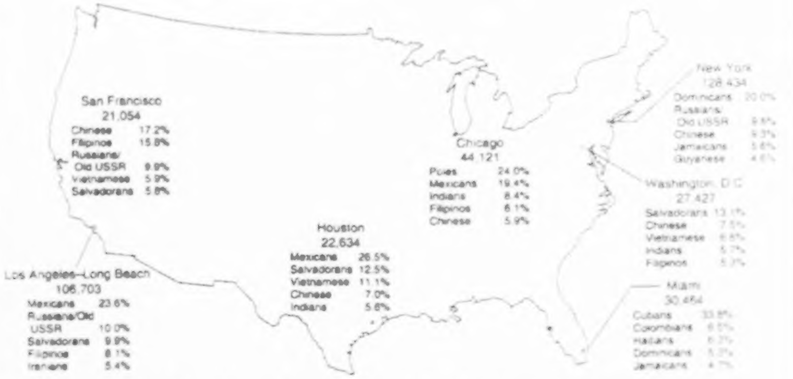

San Francisco
21,054
Chinese 17.2%
Filipinos 15.8%
Russians/Old USSR 9.9%
Vietnamese 5.9%
Salvadorans 5.8%
Los Angeles–Long Beach
106,703
Mexicans 23.6%
Russians/Old USSR 10.0%
Salvadorans 9.9%
Filipinos 8.1%
Iranians 5.4%
Houston
22,634
Mexicans 26.5%
Salvadorans 12.5%
Vietnamese 11.1%
Chinese 7.0%
Indians 5.6%
Chicago
44,121
Poles 24.0%
Mexicans 19.4%
Indians 8.4%
Filipinos 6.1%
Chinese 5.9%
New York
128,434
Dominicans 20.0%
Russians/Old USSR 9.6%
Chinese 9.3%
Jamaicans 5.6%
Guyanese 4.6%
Washington, D.C.
27,427
Salvadorans 13.1%
Chinese 7.5%
Vietnamese 6.6%
Indians 5.7%
Filipinos 5.3%
Miami
30,464
Cubans 33.8%
Colombians 6.5%
Haitians 6.2%
Dominicans 5.2%
Jamaicans 4.7%

Figure 1. Composition of legally admitted immigrant flows to seven major metropolitan destinations, 1993

SOURCE: U.S. Immigration and Naturalization Service, *1993 Statistical Yearbook* (Washington, D.C.: U.S. Government Printing Office, 1994), table 19.

NOTES: (1) "Chinese" includes migrants from mainland China only. (2) Orange County, just south of Los Angeles, was the sixth-largest metropolitan area of immigrant destination in 1993.

of the border that too many American companies are moving to Mexico and hurting American labor opportunities, the authors say that "the economic modernization policies linked to NAFTA are likely to increase, at least in the medium term, the supply of migrants by closing employment opportunities in the interior of Mexico."

Ignorance of historic patterns and networks of immigration and failure to project more than the immediate results of policies have both contributed to the lack of success of these government programs. The authors state simply that there are only two ways to bring immigration under control: to convince employers not to use illegal labor and to "reorient the social networks of migration toward investment and entrepreneurship in the country of origin."

Laws are already in place to punish greedy employers, but they are rarely enforced. Powerful forces in cities and states compete to create what might be called a "favorable regulatory climate," according to Portes and Rumbaut. The result is that in California one inspector has the responsibility to monitor "tens of thousands of firms in San Diego and Orange counties." A similar lack of staff-power leaves the Department of Labor virtually helpless, "allowing employers of immigrants in south Florida and southern California to violate protective labor codes with impunity."

The authors' remedies start with the second aspect of effective immigration control, the reorientation of the "social networks." They suggest that countries work together to develop small entrepreneurial opportunities in the sending areas, especially Mexico. More possibilities of employment and of upward mobility are also needed. Funds for land acquisitions by peasant families are another recommendation.

Ideas are indeed here for policy-makers to ponder: a binational program for small-scale production, oriented toward exports, within the framework of NAFTA; retaining labor in the sending areas, and even encouraging some immigrant workers to return. Success would at the same time reduce the problem posed by children growing up in North American cities under conditions of "exceptional disadvantage."

> ***Twenty percent of our legal immigrants have four years of university training, the same figure as for the native population.***
>
> ***Immigrant America***

There is a recurring theme throughout the book, often dramatized by poignant individual stories, attempting to define what characteristics provide successful environments for immigrant families, and which situations almost always lead to failure. Positive aspects seem to be strong parental authority and cohesive ethnic communities to support "selective acculturation," which will allow appropriate adjustments to the new environment without damage to family relationships or ethnic pride. Without these supportive features the authors contend that the young, in seeking to find a place for themselves, resist parental authority. The "Americanization" they choose leads to negative attitudes toward education and the "distinct dress, walk, and speech patterns" of the angry and disaffected inner-city youth—in short, the worst that North America has to offer.

Immigrant America makes a bold attempt to provide remedies for all of the ills it cites. Noting that we have nearly emptied some countries that could not afford to lose their skilled personnel (such as Jamaica and Haiti), it proposes that with other developed countries we embark on a program that will allow needy countries to "preserve an adequate domestic supply." Mostly on moral grounds, we need also to help these countries "repatriate some of their professionals and to retain those trained domestically." If an adequate supply of talent "promotes economic development" and this "provides a basis for political and social stability in the Third World," such a policy could turn out happily for us in a practical sense as well.

The authors urge us to think ahead to the refugees who will surely be surging out of the Third World and Eastern European countries in the years ahead. Ethnic and class struggles plus the desire for independence in such places as Palestine, Northern Ireland, Bosnia-Herzegovina, Rwanda, Yugoslavia, and Chechnya assure that the refugee flows will be ongoing for the foreseeable future, and no country will be able to absorb them all.

To prepare for those days ahead, we should do all that we can to prevent conflicts, say the authors; and "when all else fails....the United States and other developed countries should be willing to absorb a 'fair share' of the displaced in rough proportion to their resources and on the basis of humanitarian and not exclusively political consideration."

Throughout the book there is an attempt to use the experience of history as a guide to the future. With each new wave of immigrants, there has been resistance, anger, and discrimination. With time, each wave has "Americanized" to one degree or another and become accepted. In the final analysis, the authors are optimistic, citing these same trends of history that have guided their proposals to smooth the path for both the newer immigrants and those of us who have been around a little longer.

It is reassuring to think that indeed "the fears of the rising chorus of nativists and restrictionists are likely to prove as groundless as they have in the past."

Thus this splendid comprehensive analysis—including history, personal stories, governmental faux pas, and proposed solutions—manages to inform, entertain, and reassure.

HO Talks with the Authors of *Immigrant America*

Reading this updated edition confirms the credentials of the authors as both researchers and storytellers, and speaking with them reveals the heart that lies at the core of the book's wisdom. It is important to note that the insights offered come from two men who have "been there." Portes emigrated from Central America, and Rumbaut came to San Diego from Cuba as a teenager in 1968. He lived for 25 years in what might be called our largest border city. While researching and interpreting history as a professional sociologist, he nevertheless stresses the value of his very personal experience of witnessing first-hand the effects of discrimination, poverty, and the ever-present challenges to the non-native speaker.

On the other hand, these two college professors, holding advanced degrees and enjoying the respect of colleagues throughout the world, have also seen what can happen when the second generation works hard and has a support system.

Reached recently at his home in Beverly Hills, Mich., Rumbaut responded to a question about the future of immigrants in America, saying, "Crystal ball gazing is a fool's errand." He asked how anyone observing arrivals on Ellis Island in 1910 could possibly have imagined the status of their descendants in 1960, much less the nature of the world in which we all lived in the 1960s. Then came the "vertiginous" changes between 1960 and 1995, even more unpredictable. Since change in any area one chooses to explore is likely to be far more accelerated over the next 25 years, Rumbaut declined to make a prediction, but he did point to encouraging historical precedents outlined at length in *Immigrant America*.

As he points out, the same predictions of doom have been uttered era after era throughout American history. "Too many newcomers...something bad is sure to happen," is the usual critics' lament. And lo and behold, in each instance, the "aliens" have been absorbed, and their descendants have blended almost imperceptibly into the fabric of "American" life. Rumbaut argues that these newcomers, and especially their descendants, have been the "secret ingredient" in America's success. "We have been refreshed, rejuvenated, and replenished by this new blood," he said.

Rumbaut was not at all hesitant to state what he thinks ought to happen, and together the authors make the point at various stages of the story of *Immigrant America*. Rumbaut goes straight to the moral. "You reap what you sow." If we make immigrants feel welcome, the energy that they bring will be positive and good for our country. If immigrants are faced with rejection and discrimination, we risk not only what Rumbaut calls "an adversarial identity" but also the creation of "a multiethnic underclass"—poor, angry, and very expensive!

Portes, too, warns against efforts such as those in California to push Mexicans out. He believes it is morally wrong and that it also works against California's own interests. On the eve of a recent academic trip to the Dominican Republic, he was pessimistic about the short-term future, citing as "signs for exacerbation" of the immigrants' condition the tremendous numbers that are coming and the "public perception that immigration is out of control." He fears the ramifications of hostility in our second-generation immigrants, a theme developed throughout the book. It would indeed be a bad bargain to trade in the work ethics and the family values that come with most of our newcomers for a hostile, adversarial stance. Portes laments the irony and the tragedy in recent studies showing that our first-generation immigrants often do better than the second.

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Expanding the Latina/Latino Pipeline

UC Looks at Strategic Interventions

By Elena Chabolla

A mere 3.9 percent of Latino graduates of public high schools were eligible to attend the University of California higher education system in 1990, compared to an overall eligibility rate of 12.3 percent.

It's no secret that there is and has been for many years a severe underrepresentation of Latinos in this country's colleges and universities. The number of Latinos actually meeting college or university eligibility requirements desperately needs a boost. In 1992, a task force that includes educators from the University of California was formed to take an in-depth look at the problem, develop a clear understanding of the issues through assessment of existing research and existing programs, acquire new knowledge, and recommend policies, programs, and other actions likely to improve future eligibility rates. The task force had a predecessor, the Task Force on Black Student Eligibility.

Strategic Interventions in Education: Expanding the Latina/Latino Pipeline, produced last year at UC-Santa Cruz, reports on findings and recommendations thus far.

The overall project examined the underlying conditions that shape whether an entire definable group, in this case Latinos, is acquiring the tools necessary to move successfully through high school and on to college.

The study editors are Aida Hurtado, task force research director and professor of psychology at UC-Santa Cruz; Richard Figueroa, task force chairman and professor of education at UC- Davis; and Eugene E. Garcia, dean of the School of Education at UC-Berkeley.

According to Hurtado, the comprehensive report follows several years of collaborative study by UC researchers, community leaders, and educators at the K-12 and community college levels to identify factors that affect Latino eligibility.

The trio compiled and organized the work, which includes material on the history of Chicano education in California; the provision of early bilingual and technology opportunities; the preparation of Latino high school students for university eligibility; the significance of institutional support; a model system of institutional linkages; the Chicana experience in higher education; the mentoring of Mexican Americans during their baccalaureate years; and preparation of students for transfer.

"This school year marks the first time that the majority of students in the public school system in California are not white," says Hurtado. "...The University of California has a big role to play in getting those students into the higher education pipeline. Right now it's not even a funnel."

Strategic Interventions in Education:
Expanding the Latina/Latino Pipeline
Aida Hurtado

The task force has concluded that universities must work more closely with the public schools that prepare students for college and that, when drawn into the process, parents can play an important role in aiming their children toward higher education.

Outreach efforts should begin as early as possible, certainly during the children's elementary school years, and ideally should involve parents. Programs need to be conducted in English and Spanish. Programs must be sensitive to differences in gender and in ethnic backgrounds. Projects should benefit multiple constituencies, including pupils, parents, and university researchers and students.

To generate both enthusiasm and a sharing of the satisfactions of success, efforts should involve institutions rather than individuals only. Intense interpersonal interactions, they find, seem to work best for Latino students.

"Most Latino students (in California) come from homes with immigrant parents, many of whom don't speak English and didn't attend high school themselves. Most of our outreach information doesn't flow to these groups," Hurtado says, noting that only two UC campuses—UC-Santa Barbara and UC-Santa Cruz—have produced Spanish-language admissions materials.

"We need to get the whole family involved early on, and we need to provide outreach materials in Spanish....

We can't count on the parents to know how the system works."

Hurtado says middle school is really the time to prepare students for college. "If kids don't begin taking algebra in eighth grade, there's a very high likelihood they won't meet our admission requirements. That's why it's important to reach so far back."

Flexible programs that can be adapted to different environments will be key to UC's success, she says.

"You can't design policy programs for all Latino populations. There's so much regional variation within the state that a program for inner-city Los Angeles is going to look very different from the program in Watsonville, which is primarily a rural agricultural area with lots of farm worker families," Hurtado stresses. "And the same is true for girls and boys—we will have to tailor programs to their different needs."

Not only do needs vary from region to region, but Latino students, much like other minorities in the United States, have encountered biases in the educational system that have hampered the learning experience, opportunities, and progress tremendously.

The Legacy of Inequality

As Gilbert G. Gonzalez points out in chapter one of the study, the legacy of inequality spans decades. Mexican children, typically the sons and daughters of migrant workers, have been categorically segregated. Educators argued that the language and culture were insurmountable barriers. The children's school hours were shortened with the idea that they were needed in the fields to help their parents, and the schools they attended were visibly inferior to those of non-minorities.

An example of the mentality of school administrators speaks volumes about the inequality. A July 11, 1945, article in the *Orange Daily News* reads, in part:

"...because of the great social differences of the two races ...because of a higher percentage of contagious diseases... because of a higher percentage of undesirable behavioral characteristics... because of much slower progress in school, and ...because of a much lower moral standard, it would seem best that: When numbers permit, Mexican children be segregated... [and a] special course of study be prepared to meet the needs of Mexican children."

Overcoming this type of thinking has probably been one of the most difficult challenges.

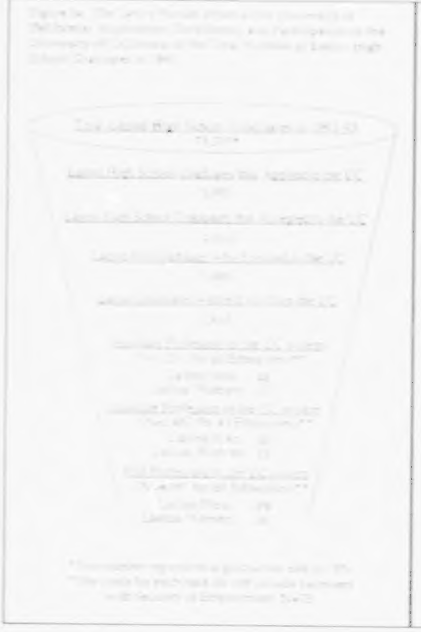
Programs That Work

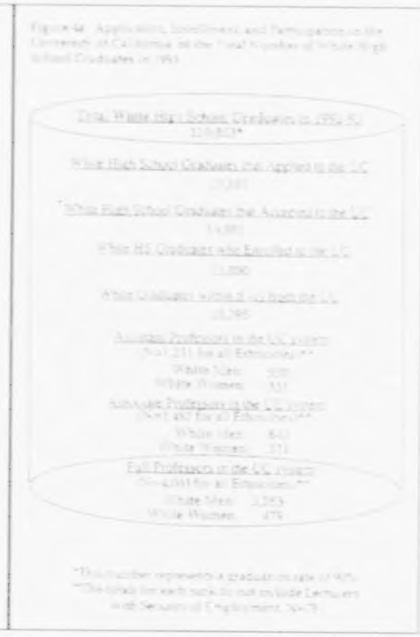
In the mid-1990s, educators began addressing the needs of students by designing and implementing innovative and dynamic programs that work. Three are programs described in the report.

The Kids Investigating and Discovering Science (KIDS) program developed at UC-Irvine provides an intensive university-based summer science camp coupled with a follow-through at elementary and middle schools. The challenging curriculum includes topics such as evolution, planetary motion, electricity and magnetism, and velocity and acceleration. Participants probe real-world problems such as water pollution, weather patterns, and solid-waste management. Scientific concepts are presented in Spanish and English, and parent participation is encouraged by conducting programs for families in Spanish.

Another is La Clase Magica, a bilingual after-school program for elementary school students that is supported by UC-San Diego and a local community institution, St. Leo's Mission. Youngsters and their parents collaborate with adults—mostly UCSD undergraduates—on computer games and telecommunication activities that develop problem-solving and decision-making skills. A 20-room maze that students and adults explore together provides a fantasy world that mixes play and learning.

The Principal's Pick Program, created by a UC president, identifies, based at times on eighth grade tests, Latino students deemed to have the right stuff to be succeed at UC. The Principal's Pick Program was instrumental in making some changes regarding the counseling process, the courses offered, and the monitoring of students. The reviewers of "Principal's Pick" concluded: principals can be very influential in motivating students to aspire to professional leadership. Students "picked" credited the high school/





university partnership as well as the principal as important influences.

Study investigators report that the teachers' influence "may be even more potent than the principal's or counselor's because they have daily sustained contact with the students." They observed several teaching styles and reported on their relevance to Latino performance.

The Factory Model "was a college preparatory class set up as a bureaucracy" with hierarchy, rules, procedures, and impersonality. They ask, "Are students in classrooms set up as factories being prepared as leaders of society or to be factory workers?"

In the Dual or Teacher's Expectations Model, the teacher's expectation of student groups, in this case Latino and Caucasian, brings about a differentiation of interaction with those groups. "If the teacher perceived the student to be of low ability, the student's preparation for college was minimal."

In the Museum Guide or Student Empowerment Model, the teacher/guide "moved the crowd forward and continually checked to see that those in the group remained with him." But, having prepared the way and having presented the lesson, he allowed for the students' interpretation of the information, providing skills that could prepare them beyond service jobs.

In the Ethnic or Role-Modeling Model, "teachers served an important symbolic and political function for the school." Two teachers in this category varied significantly in their approaches. "One blames the students" (lack of ability translates to lack of success). "The other, a nurturing, maternal figure, cares for them, but neither expects total success."

The investigators conclude: "These teachers provide role models for students because of their ethnic background, yet they need to develop the technical and artistic skills of teaching in order to be competent."

> ***The recurrent plea on all nine UC campuses was the "urgent need for productive action to alleviate the problem of Latino underrepresentation."***

Conclusion

Replicating these programs and some of their concepts will help open the pipeline for Latinos. But the need for change doesn't end there, says Hurtado.

She is referring to statistics indicating that the major difference between Latino and white students once they enroll at a UC campus is the time it takes to graduate. Sixty-five percent of Latino students graduate within six years compared to 75 percent of whites. The primary difference is economic, Hurtado says, with more Latino students working their way through school and relying on financial aid.

Latino faculty members also are in short supply. Of UC's 6,834 faculty, 289 are Latino, and there are only 16 Latina full professors in the UC system.

The task force will make recommendations to UC's Office of the President, Hurtado says, noting that the UC Regents' 1995 decision to eliminate the use of race and gender in UC admissions has direct bearing on the project.

"We're looking at how UC will maintain diversity within the context of new and changing policies. We're taking a proactive approach," she says.

UNC

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The Department of Residence Life at the University of Northern Colorado is seeking candidates for the Associate Director of Residence Life who possess experiences in the following areas: Visionary Leadership, Supervision & Staff Development, Innovative Approaches to Program Development, Creative, Experiential & Skill Based Training Programs. The Residence Life Department consists of 10 Residence Halls and Student Family Apartments housing 3000 students. The Associate Director is responsible for the supervision of the Graduate Hall Directors, Assistant Hall Directors, Hall Administrative Assistants and the Resident Assistant staff. The Associate Director is also responsible for coordinating all training programs for the Department, and in assisting in the continued development of the Residence Life program.

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Coming this Summer!

Sports and Scholarships

July 11th Issue

Take Tüü Dau and Call Me in the Morning

Cornell Professor Helps Students Track Herbal Secrets of Amazon

Returning to campus from expeditions in the forests of South and Central America, a team of Cornell University undergraduate science students is applying modern analytical techniques to learn the chemistry behind the nature-based medicinals that work for native peoples—and which someday might find a place on our druggists' shelves, too.

"We haven't identified these plants with their scientific names yet, so we're labeling them with the Piaroa Indian names—like *tuu dau*, their plant to treat inflammation from ant bites, or *tuo manche*, for bloody diarrhea," explained Patricia Luckeroth. "One of their plants is prescribed both for lice and dandruff."

The College of Agriculture and Life Sciences junior from San Juan, Puerto Rico, majoring in botany, was one of 14 students spending last summer in the Amazon rain forest of Venezuela. Others trekked to the drier but equally intriguing forests of the Mexican Yucatan, where the ancient herbal tradition of the Mayans offers hope for 21st-century ills.

Professor Eloy Rodriguez

Hundreds of miles from any major city, at a former ecotourism resort called Yutaje on a tributary of the Orinoco River, where Cornell's Eloy Rodriguez, the James Perkins Professor of Environmental Studies, hopes to establish a scientific field station, analytical chemistry doesn't come easy. In rain forest-style chemistry, TLC stands for thin-layer chromatography, a low-tech but portable method that gives a rough idea of the compounds that student-ethnobotanists are finding in extracts of the plants.

For now, at least, more precise analysis of their promising findings must await the return to the laboratories at Cornell, where state-of-the-art (and energy-hungry) equipment does not rely on electricity from a sputtering gasoline-fueled generator.

The list of plant medicinal uses that the students chronicled from the Piaroas gives some idea of that people's medical priorities—and also of the perils faced by the student field workers: skin fungi, diarrhea, snake bites, and muscle injuries—all have effective, plant-based treatments in the Piaroa tradition. So do ant bites (by the inch-long and aptly named 24-hours ant whose venom inflicts agony for at least a day), asthma, bone fractures, and leismaniasis (the disfiguring skin disease that starts with the bite of a mosquito that had previously bitten an infected mouse).

"My dad said, 'Just be cautious,'" Leslie Esterrich said, recalling her announcement of plans to spend the summer conducting research in the Amazon of Venezuela. Until then, the most adventurous summer vacation for the Vienna, Va., junior in the College of Arts and Sciences had been a pre-med program at the University of Virginia Medical School.

"We learned not to touch things we weren't familiar with and to look before you jump," Luckeroth said of the orientation the students received in Caracas before setting out for Yutaje, where the life lessons continued. Snakes of the Amazon are one thing, she knew already, but even the prettiest caterpillar can bear a painful skin irritant. Her research will now focus on *shigas*, a weedy legume that grows along river banks where the Piaroa harvest its seeds for bread. *Shigas*, she said, appears to have antibiotic properties, and if so, that will be news to science. Until now the legume has been little-known in the scientific literature except for its nitrogen-fixing capabilities.

Support for the student study in Venezuela and Mexico was provided by the Minority International Research Training Program of the National Institute of Health. The students already have reported preliminary findings at a national scientific meeting, sponsored by the Society for the Advancement of Chicanos and Native Americans in the Sciences (SACNAS). Travel funding to the Los Angeles meeting was provided by Cornell's Latin American Studies Program, Mario Einaudi Center for International Studies, College of Agriculture and Life Sciences, SACNAS, and the Howard Hughes Foundation through the Cornell College or Arts and Sciences.

One plant is of particular interest, Asclepias currasavica, which Indians use to treat "external cancer."

Jesus Verduzco,
sophomore,
Cornell University

For Jesus Verduzco, a sophomore environmental systems technology major from Brownsville, Texas, his research site was not so remote, "only" an hour and a half into the coastal forests from the Yucatan city of Merida. There he collected insects, algae, and plants. One plant is of particular interest, *Asclepias currasavica*, which Indians use to treat "external cancer," he said, noting that Mayans do not distinguish between true cancers and skin lesions that are slow to heal. That plant, too, might have antibacterial properties—a possibility he plans to explore with additional bioassays at Cornell.

One update that Rodriguez envisions for the palm-thatched field station in the Amazon is a satellite uplink so that researchers who find an unknown species of plant can transmit digital images for identification by expert taxonomists at Cornell. That way, the plant collectors will know almost instantly whether *cuo manche*, for example, is a new-to-science plant and whether they should look for related species in the same area.

Last summer's field experience already is changing the career plans of some students. Esterrich, the animal-physiology student who collected Amazon plants in the *Costus* family to test for steroid precursors after learning that indigenous women use the plants as contraceptives, now is considering graduate study in tropical medicines and pathology. Or maybe a dual M.D.-Ph.D. program. Maria DeJoseph, a sophomore from central New York who traveled to the Yucatan, wants to pursue a Ph.D. in pharmacology, chemical ecology, or ethnobotany.

"The Yucatan trip changed my life," DeJoseph said. "It opened my eyes to a whole new world, culturally as well as scientifically."

With the encouragement of Rodriguez, a pioneer in the field of zoopharmacognosy (the study of natural medicines used by animals), the students are taking ethnobotany (the study of plants used by people) one step further. They are trying to discover how animals' use of medicinal plants is incorporated into human medical tradition. One example is the rinds of citrus plants that capuchin monkeys rub on their fur to control mite and flea infestations.

"Those monkeys are not just playing with their food. That plant really seems to work for them, and maybe we can learn to use it, too," Esterrich said.

Skin fungi, diarrhea, snake bites, and muscle injuries all have effective, plant-based treatments in the Piaroa tradition. So do ant bites, asthma, bone fractures, and leismaniasis.

The students are not adverse to trying the folk remedies themselves. Verduzco reports success in treating a badly infected insect bite on his arm with a plant used by the Mayans.

And Esterrich learned to chew *Costus* plant stems for moisture when her canteen ran empty or when nausea relief was needed, and she marveled at the multiple uses of a single plant.

"Only later was I told that the same plant reduces inflammation from insect bites," she said, "if you rub it on your skin."

Now all they have to do is find out why.

Special submission to *Hispanic Outlook* by Roger Segelken of the Cornell University News Service.

DIRECTOR
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Indiana University Purdue University Indianapolis (IUPUI) is seeking candidates for the position of Director of Scholarships & Financial Aid. **Responsibilities** include the supervision of 2 administrative, 8 professional and 14 support staff; review all financial aid program regulations (federal, regional, state) and implement procedures for compliance; represent IUPUI at all levels in financial aid deliberations, decision making, service and technical assistance in program development and implementation; represent IUPUI Office of Scholarships & Financial Aid on various University committees and at professional meetings; direct the audit and control of scholarships and student assistance expenditures in excess of $94.5 million annually; develop long range needs for financial aid funds and submit applications to granting agencies for funds; investigate misappropriation of funds and misrepresentation of application information and determine action; submit necessary reports and analyses; meet with auditors and reviewers; develop short- and long-range goals of the Office of Scholarships & Financial Aid to support the academic mission of IUPUI; develop and oversee department budget; provide technical information and advice on financial aid distribution; coordinate University wide policies and procedures relating to maintenance of a computerized financial aid management system; research and interpret data extracted from the System; represent office in news media issues; key member of University Enrollment Management team. Masters Degree or higher is required; a minimum of 5 years of financial aid experience at assistant director level or higher; experience with mainframe and PC based computer systems; familiarity with accounting practices and principles; ability to interpret statistical data; excellent written and verbal communication skills.

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EO/AA Employer

Media Preference and Cultural Identity

Spanish Language Study in New Mexico

by Chris Burroughs

How important are the Spanish- and English-language newspapers, television, and radio to New Mexican Hispanics?

That's a question Diana Rios, assistant professor in the University of New Mexico (UNM) department of communication and journalism, recently explored in a study analyzing the impact of Spanish-language media on Hispanics in the state.

The answer, Rios says, seems to lie in the people themselves.

"New Mexico appears to have three clusters of Hispanics—those who identify themselves as being of predominant Mexican/Spanish heritage; those who claim to be bicultural; and those who appear to have a low Mexican/Spanish heritage, even though they are of obvious Hispanic descent. Reliance on and use of Spanish media depend upon the group to which they belong," Rios said.

She surveyed 223 New Mexican Hispanics in Albuquerque, recruited from Catholic churches, elementary school districts with a high concentration of Mexican- and Spanish-heritage people, and from undergraduate and graduate Hispanic student rosters at UNM. After eliminating 20 surveys as incomplete, Rios found the majority of people sampled, 117, or 59 percent, identified themselves as "low Mexican/Spanish heritage." A total of 73, or 37 percent, considered themselves "bicultural," and 10 respondents, or 5 percent, said they were of "predominant Mexican/Spanish heritage."

Only participants who identified themselves as being of Mexican/Spanish heritage were considered for the study. Surveys of people who said they were of other heritages were excluded.

BROTHER ENEMY

New Mexico appears to have three clusters of Hispanics... Reliance on and use of Spanish media depend upon the group to which they belong."

Diana Rios,
assistant professor,
UNM Department of
Communication and Journalism

The low Mexican/Spanish-heritage individuals generally hold relatively unfavorable attitudes toward the Spanish language, show the lowest support for bilingual education, and have a limited comprehension of the Spanish language. They do not often use Spanish-language television, newspapers, and radio and are the highest amongst the three clusters for using English-language media, the surveys found.

Those who said they were bicultural were moderately to highly skilled in the Spanish language and highly skilled in English reading and comprehension. They used Spanish-language media somewhat more than those in the low Mexican/Spanish-heritage group and indicated moderate to high support for bilingual education.

The people in the third cluster, "predominant Mexican/Spanish heritage," indicated the highest support for bilingual education, were high in Spanish language abilities, and were exposed to radio and Spanish-language television at especially high levels. They also indicated moderate exposure to newspapers and the lowest exposure to English-language media.

While Rios expected to find the three clusters—much as she did when she conducted a similar study in Texas in 1993 while doing research for her doctoral dissertation at the University of Texas in Austin—she did not anticipate the large group of New Mexicans who appeared to deny their Mexican/Spanish heritage.

"Albuquerque's population is about one-third Hispanic, and yet of the people with obvious Hispanic roots who participated in the study, many categorized themselves as being in the low Mexican/

Spanish-heritage group who don't often use Spanish-speaking media, appear to reject the culture, and don't have as positive an attitude toward the Spanish language as others might," Rios said.

She realized that one factor contributing to these results is that many Hispanic New Mexicans trace their heritage to Spain and the conquistadors of the 1600s, not to Mexico.

To supplement her New Mexico findings, she conducted in-depth interviews with 26 people, all falling into the three categories she identified. Because of the timing of the interviews and the fact that she found the majority of the subjects through the Catholic Church, this field experience was the "most challenging" of her career.

"In fact, it was a catastrophe," she said. "I was conducting the interviews at the height of the Catholic Church scandal. I had the impression that many thought I was a reporter for *Sixty Minutes*."

The experience was a lot less satisfying than her field work during her dissertation days when she immersed herself in the Mexican American community in Austin, Texas, for four months. Her primary source of people came from the Catholic churches. She also talked to parents at elementary schools and located people through other networking sources.

Despite the differences in how Texan and New Mexican Hispanics view themselves, Rios concluded that the two studies showed that media use by the two groups is similar.

"There is something happening that crosses Tejano and Nuevo Mexicano cultures," she said.

Reprinted with permission from *Quantum*, a journal about research and scholarship at the University of New Mexico.

Rios did not anticipate the large group of New Mexicans who appeared to deny their Mexican/Spanish heritage.

59 percent identified themselves as "low Mexican/ Spanish heritage," 37 percent as "bicultural," and 5 percent as "predominant Mexican/Spanish heritage."

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Coming this Summer!

HISPANICS IN GRADUATE SCHOOL

June 27th Issue

280

TELL Me Something Good

On-line and in Line for the Future

by Jenifer Hixson

Saturday, 9:30 a.m.: the average American teenager is still in bed or, at best, groggy and getting breakfast, but approximately 50 Project TELL students are pouring in from the five boroughs of New York City. They gather, some with parents, siblings, even cousins, at the NYNEX training center for another session of computer training, information exchange, camaraderie, and support. The day's agenda includes resume writing and creating personalized, individual Web sites.

Hardly an average Saturday morning for the typical American teen, but especially surprising because these teens were considered less than promising just six years ago.

In 1991, 125 New York inner-city sixth graders were given brand new home computers and access to on-line computer services. The students were not awarded the computers for academic excellence. In fact, all of them had scored between the 50th and 25th percentiles on their standardized reading tests in the fifth grade. The students were chosen for the study precisely because they were considered "at risk" of dropping out. Below-average performance was a specific qualification for inclusion. But meeting these students at this Saturday session of the project's extensive support efforts, they hardly seem "at risk." In fact, they seem to be typical students, bright, talkative, playful, and highly computer literate.

The study, called Project TELL, Telecommunications for Learning, conducted by The Graduate School of the City of New York and with the support of NYNEX and the New York City Board of Education, seeks to examine the impact of technology on a typical New York City school. Some estimate that more than 50 percent of NYC primary school students are "at risk."

"The story of Project TELL is not about computers," said Helen Birenbaum, director of the School's Stanton Heskell Center for Public Policy in Telecommunications and Information Systems. "It is about finding ways of leveling the technological playing field that provide the greatest social and educational benefit to students."

The Students Speak

What happens when kids from vulnerable, inner-city homes share the same technological benefits as affluent students?

"When I first got really active with the computer, I started e-mailing like crazy. When I learn, I really learn. When I'd come into Project TELL training, I felt like a movie star!" Carlos

"Now I know that I want to be a computer scientist and also a fashion designer." Yves

"Before I got the computer, I was headed towards the streets, and today I'm in the house, on the computer. I know I'm going to win." Ryheen

"When employers see you're computer literate, they think, 'Here is a good candidate for the job'" Cynthia

"I wasn't restricted to the street anymore. I found that I can be smart and go other places besides the corner bodega." Jorge

"Yeah, now that we have the Internet, it's like five hours straight on the computers. The whole night I'm getting information, doing research projects. I never knew computers existed, and now they are me." Mike

Most kids today have access to computers at school. But there aren't enough computers to go around, kids have to share, and access is often brief. Cynthia Martinez, a Project TELL high school senior awaiting word on her college applications, told *HO*, "In elementary school, we used to get a once-a-week computer class. It was OK, but having one at home was a totally different experience.... I was like 'Oh wow! I have a computer!' I typed all of my homework on it. None of my other friends had computers."

The technology gap is real. Fewer than 5 percent of kids from low-income homes have home computers while more than 50 percent of kids from high-income homes do. Project TELL set out to answer the question, "What happens when kids from vulnerable, inner-city homes share the same technological benefits as affluent students?"

Transforming Lives with Technology

The results are dramatic. The more students used the computers and information systems, the better they did in school. The technology fostered self-esteem, increased time spent developing basic skills, diverted the student's attention away from television, and provided a safe alternative to outdoor play. Thirty-one percent of Project TELL students are now taking Regents. (Only 16 percent of 1994 New York City students received Regents Diplomas, and the percentage was even lower for "at risk" students.) Forty percent are academically

Carlos del Rosario. "I put in 50 percent and the other 50 percent was Project TELL. They didn't do the work for me, but they put things there that made it easier for me. Here I am, I've got a computer. I got homework; I want to do it and print it out.

qualified for college, and 50 percent plan to attend college. Citywide, these statistics are very impressive.

One of Project TELL's shining stars, Sherice Davis, wasn't at the training seminar for a great reason. She was busy at college. She graduated a year early from high school and is currently attending York College. Her mom was at the seminar, an old habit from years of coming with Sherice.

"I remember back in sixth grade when Sherice came home and said, 'Mommy, I'm going to fill out this questionnaire to win a computer,' and I said, 'Yeah, okay, honey.' Then she came back about a week later and said, 'I got it, Mommy! I won the computer!' I was thrilled. I really wanted a computer for the house, but it was such a big investment. When I heard she won it, I was very, very happy. I love it. Now my nine-year-old son uses it. He shows me things." Sherice, her mother boasts, got four A's in her first semester of college.

Student Carlos del Rosario, when accused of being a genius, was earnestly modest: "Well, maybe not a genius... but, you know, I like learning." He wasn't always a good student and says that before all the computer work, he didn't realize how smart he was. "Then when I first got really active with the computer, I started e-mailing like crazy. When I learn, I really learn. When I'd come into Project TELL training, I felt like a movie star! The teachers were saying, 'Are you Carlos del Rosario? I've heard a lot about you.' It's good to hear. I really felt good about it. My self-esteem built up a lot since I've been in Project TELL."

Pep Talks and Worldly Wisdom

Addressing the students during a break, Bill Kornblum, one of the principal investigators on the project, asked for information. "You represent a small group of students who are doing something very important.... *The New York Times* has an article today that says the Internet is a revolutionary form of communication but still reserved for a small elite of people in the U.S. You are part of that small elite.... People are very interested in your experiences. That doesn't mean your experiences have all been great. A lot of times you might find it boring, and sometimes you might find it frustrating—that's all part of what we're learning about.

"It's not just that you love it. You don't have to love it. We're not trying to make you into computer wizards or nerds or computer scientists. We're just trying to see how a lot of different kids relate to these technologies. We want to hear more about your experiences."

Yves Rinchere. "Project TELL gave me the basics and the confidence."

Investigators like Kornblum use the reports from the kids along with other data to determine what sorts of things motivate kids to use computers and information networks and the correlation between computer use and school success.

It is clear how important the "family" of Project TELL has been, providing nearly unconditional support. Like a family, one that forgives, gives many chances, and never loses faith, Project TELL has pledged support even when students haven't scored perfect attendance or participated as much as promised.

The real world doesn't often give second chances. Children from wealthy families can afford to mess up now and then. Kids from the inner city sometimes don't even get a first chance, never mind a second. Meanwhile, the obstacles they face are often far greater.

Gretchen Overman, who was returning from a period of absence where she was "dealing with personal stuff," was welcomed back. She brought her mom (parents and siblings are always welcome). Her return, along with that of several others, was applauded. She says, "If I don't go, they send me letters, they call me... everything. They try to get me back."

This sounds like the kind of support we are accustomed to hearing only from families. And just like a mom pulling a few strings at the office asking for a summer job for her kid, Project TELL arranged for summer internships for seven students at the NYNEX headquarters. Leslie Martinez and Lillian Arvelo became friends as interns. Neither of them has decided what their majors will be in college, but both say that it will definitely involve computers because what doesn't these days?

Armando Sanchez, a soft-spoken high school senior from the Bronx, who writes rap lyrics and is trying to get a demo together, is awaiting word on his college applications. Asked how he feels about the computer, he said, "Before this I had never touched a computer. Now, I

Jorge Rodriguez, top. "Before Project TELL, the only computer systems we knew were Nintendo." Mike Vasquez, bottom. "We're very lucky."

know a lot about computers. It's helped me a lot in school." Although he doesn't know which career path he'll choose, math is his favorite subject. He says, "I don't know yet. I got a lot of interests. I want to go into business, like maybe marketing and advertising, but I don't know exactly yet. I'm going to take a business major. I was also thinking of majoring in accounting, but then I thought I'd get sick of all those numbers."

Struggles and Successes

Yves Rinchere is Dominican and Haitian. He goes to high school and works two jobs. Even though he had worked until midnight the night before as the night manager at a drug store and then spent some time with friends after work, he still made the effort to come early that Saturday morning. "I feel fortunate just having a computer for free in the home and then always getting the guidance. Some people buy a computer and don't know where to start with it," he says. "Before, I didn't know what I wanted to do as far as a major, and now I know. I want to be a computer scientist and also a fashion designer.

"Before I didn't know what I wanted to do. It was hard to think about college. I was scared. I didn't know what I wanted." Rinchere says that a whole new world of career possibilities comes to mind now that he's on the computer.

In the first phase of Project TELL, teachers at the students' schools held after-school training sessions. Now they meet on Saturdays or at the office where help is available every day. As Rinchere notes, "They have great staff. When it was teachers at our school that ran the workshops, they hung in with us. They were sort of like parents. Even though some kids were fortunate enough to get the computer, they wouldn't always want to attend the workshops. But the Project TELL instructors were just like parents, and they never took the computer back but kept you going throughout the years."

The success stories go on and on. Ryheen Games, an extremely polite and well-spoken Project TELL soon-to-be-graduate, will be the first person in his large family ever to go to college. "Before I got the computer, I was headed towards the streets, and today I'm in the house, on the computer," he says. "This program has motivated me to excel in high school. It has always been here and has done tremendous things for us. I know I'm going to win," he adds. He will study computer science in the fall. He's not sure which of the colleges that have accepted him he will attend.

Lunch time at the training session is used to make announcements, to celebrate achievements, and to motivate new successes. On this particular Saturday, some of the happy announcements were that Luis received an 88 on his three regents exams, Ryheen was accepted at the State College of New York, Cynthia got an 89 average, Yves has increased his average even while maintaining two jobs (he was also praised for having learned how to manage his time). This kind of reinforcement from teachers and peers is invaluable.

The less-successful kids need pep talks, and again Bill Kornblum had these words: "A lot of people who aren't going to graduate in June are feeling a little down about it. You really shouldn't because almost the majority of high school kids in New York City schools don't graduate in June of their fourth year of high school.... You don't have to feel bad. What you do have to do is work with us and let us know when you're going to graduate and let us help you graduate because if you graduate over the summer, if you graduate in January, if you graduate a year from June, you'll still be eligible for a lot of support from the NYNEX-Student Project TELL Fellowships, which we want you to get.

Lilian Arvelo, left, and Leslie Martinez, right, made a joint presentation on financial aid. Project TELL encourages all family members to get involved. Osiris Flores, center, is a cousin.

There are a lot of reasons why you might not have made it in June. You shouldn't feel guilty about it; you should feel determined to make it up, graduate, get the GED. If there are any questions about how to do that, you need to stay in our faces."

Once and Future Whiz

Jorge Rodriguez and Mike Vasquez were in the same school growing up. Rodriquez admits that he was a bit of a bully and shows off some scars from gang activities. Vasquez verifies his story. Now both can rightly be called computer whizzes. After he got his computer, Rodriguez says, "I wasn't restricted to the street anymore. I found that I can be smart and go other places besides the corner bodega." Vasquez says, "Yeah, now that we have the Internet, it's like five hours straight on the computers. The whole night I'm getting information, doing research projects. A tool right there. I'm non-stop on the computer these days."

Every Project TELL student has a better shot at his or her college goals because of the study. NYNEX has agreed to pay up to $3,000 towards college for each student in the program who graduates. Helen Birenbaum has been busy counseling the kids on future plans, writing recommendations, grooming the kids for interviews, and calling the deans of colleges and universities personally.

William Kornblum continues to offer advice on almost every aspect of the process. "One student complained that he was having a hard time getting his parent to fill out the financial aid forms. You have to try to figure out ways of pestering gently and staying with it. Don't take no for an answer. Your mother can be busy, or your father can be away doing something, and maybe they'll say, 'Talk to me in a while,' and you may wait a week or two until you remind them again. When you want something bad enough, you know how to get it. I see people in this room who look like they haven't been deprived of clothing or shoes. People figure out a way to get what they want to get. This is something you need to get."

Armando Sanchez. "Project TELL got me a job last year working at NYNEX. It got me a bunch of knowledge."

In the best case scenario, Project TELL alumni will be a group of Ph.D.s running the city of New York or curing terrible illnesses or designing great buildings or chic clothing or winning the Nobel Prize. In the worst case scenario, they will be computer literate and know how to find information over the Internet. There doesn't seem to be down side.

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Colorado Mountain College

State Budgets High on Prisons, Low on Education

by Ines Pinto Alicea

States spend more money building prisons than building universities in this country, according to a study recently released by a Washington-based research and advocacy organization.

State government expenditures on prisons increased by 30 percent while spending on higher education decreased by 18 percent from 1987 to 1995, said the Justice Policy Institute. The organization analyzed state and federal budget priorities and used construction spending as a measure of governmental priorities for its study. In 1995 alone, spending by states on prison construction increased by $926 million nationwide while building funds for higher education decreased by an almost equal amount.

"The public doesn't believe that there is a trade-off," said Vincent Schiraldi, director of the institute. "But these findings prove that in the funding battle between prisons and universities, prisons are consistently coming out on top."

David A. Longanecker, assistant secretary of education for postsecondary education, said state governments and the federal government will have to make changes. It is estimated that college enrollments will rise 17 percent over the next decade and that much of this growth will be due to an increase in Hispanic college students. "We need to respond to that demographic bulge," Longanecker said.

The study's findings should be particularly troubling for the Latino community, historically underrepresented in higher education and overrepresented in the prison population. While Latino enrollment in college has been increasing slightly in recent years, Latinos still represent only 8 percent of all undergraduate students and 3.7 percent of all graduate students, according to the American Council on Education, a Washington-based higher education organization.

Overall, college enrollment from 1980 to 1994 increased to 14.7 million from 12 million, said the U.S. Department of Education. Schiraldi argues that the increase in college students over this time period should mean increased spending on higher education by the states. Instead, public universities have increased tuition to make up for decreased funding from state governments.

"The burden for financing public higher education has shifted from states to students and their families," said the study. "Due to this massive shift in funds from higher education to corrections, higher education is becoming unattainable for the average American."

Ricardo Martinez, executive director of the Washington office of the Hispanic Association of Colleges and Universities, expressed concern about the movement towards students shouldering more of that financial burden. The movement could have a major negative impact on the Latino community. Latino children are twice as likely to be living in poverty (41 percent) as non-Hispanic children (20 percent).

"Anything that [the governments] do to add debt is debilitating to our students," Martinez said.

Another discouraging trend is projected in the numbers of Latinos who might end up in prison. According to the Sentencing Project, a Washington-based advocacy organization, Latinos comprised about 15 percent of the overall prison population of one million in 1994. Nonviolent offenders account for a majority of all prisoners, said the study. The Latino prison population has been rising in recent years, as has the overall prison population, which stood at 320,000 in 1980. The U.S. Department of Justice recently released a study predicting that 16 percent of Hispanic baby boys born today will end up in prison compared to 4 percent of Anglo baby boys and 28 percent of African-American baby boys.

Schiraldi said violent crimes have not increased so incrementally as to justify all of the prison construction. But, he said, the public's hysteria over some well-publicized violent crimes has made criminal justice a major political issue. Politicians have capitalized on that issue by enacting longer sentences for many crimes, including nonviolent ones, and providing additional funds for prison construction, Schiraldi said.

"Higher education doesn't incite the passion that crime does," said Schiraldi. "You don't hear about anyone being kicked out of office for being 'soft' on higher education."

The study argues that "prisons are not only costly and ineffective for most nonviolent offenders, but they also siphon funding from vital programs such as higher education." The study said that it costs about $25,000 per year to maintain a prisoner. The report recommends a moratorium on new prison construction and a 50 percent reduction in the non-violent prisoner population over the next five years.

"Over a ten-year period the number of correctional officers increased at four times the rate of public higher education faculty," said the study. "As states continue to lay off teachers to pay for corrections officers, it is becoming apparent that their citizens are more poorly educated and unemployable—precisely the kind of person who fills state prisons."

The study cited California and Florida as two examples of state governments that now spend more on their prison systems than on state universities. A decade ago, these states gave more to higher education than to correctional institutions, the study said.

And according to the Center for the Study of the States, these states were not alone in their policy shifts towards more corrections expenditures. The center said that "higher education is the biggest loser in the state budget battles of the 1990s." Between 1990 and 1994, only seven states increased higher education spending as a proportion of total state spending, while 36 states increased the share of spending devoted to corrections programs.

But the study by the Justice Policy Institute did note that the situation appears to be changing; at least 35 states have already started to revamp corrections policies by experimenting with alternatives to prison sentencing for nonviolent offenders, the study said.

The Passion of Pablo Medina

First Novel "Lyrical and Powerfully Evocative"

by Francine Engler

"When I write, I want to release the passion from the language. I forget about everything," says Pablo Medina, Cuban-born poet, essayist, novelist, teacher, and, currently, University Writer-in-Residence at the New School for Social Research in New York City. Medina's latest work, a novel entitled *The Marks of Birth*, was published in 1994 by Farrar, Straus and Giroux."

"I've always known I wanted to write," says Medina, who began publishing in literary journals in the early '70s.

This single-minded drive has formed the framework for Medina's life. Born in Cuba in 1948, he grew up in a tightly bound middle-class family that valued learning and reading. "I read what my father read—Alexander Dumas, H. G. Wells, Jules Verne, and, at some point, it occurred to me I'd like to write, too."

At age 12, in 1960, Medina and his family left Cuba and came to live in New York City, where he attended Fordham Prep, a Jesuit-run high school. He chronicles these early years in Cuba and later in the United States in his collection of essays, *Exiled Memories: A Cuban Childhood*, called "a powerful work of literature" by Yale Professor Roberto Gonzalez Echevarria, who wrote, "I was so taken with Medina's work that I could not put it down."

Published by University of Texas Press in 1990, the book affectionately recalled a happy childhood lived in the shadows of sweeping social change and revolution. Medina intertwined his family's personal history with the political history of his native country, all the while presenting an engaging picture of a shy young boy learning about life under the loving tutelage of his elders. Medina speaks with particular fondness of his grandfather, Pablo Medina, a well-known radio personality whose commentaries were later collected in the book *Medinadas*.

After completing high school, Medina attended Georgetown University, majoring in biology, but also enrolling in literature courses. As he explains, "My fate was sealed as a writer when I was forced to choose one night between studying for an organic chemistry test or an exam on Don Quixote. I chose the latter, and the rest is history."

He dropped science and pursued literature, eventually earning a master's degree in English literature at Georgetown. "I really wanted to write, but there were no writing courses, except for a very helpful workshop in poetry."

Medina began writing poetry and prose and translations from the Spanish, with his work appearing in *The Antioch Review*, *The American Poetry Review*, and *Linden Lane Magazine*, among others. His *Pork Rind and Cuban Songs* (Nuclassics and Science, 1975) was the first collection of poems written in English by a Cuban-born writer. He published a second collection of poems, *Arching into the Afterlife* (Bilingual Press, 1991), and, with Carolina Hospital, published *Everyone Will Have to Listen* (Linden Lane Press, 1990), a collection of translations from the Spanish of the Cuban dissident Tania Diaz Castro.

With the publication of his first novel in 1994, Medina received national attention. A review in *The Washington Post* noted that "*The Marks of Birth* deserves a prominent spot in today's literature of exile for the care its author has taken to extract one family from its country's lush and violent history and give fair play to its most subtle nuances. Medina writes with a steady and knowing hand. Warm up the cafetera on your stove and sit back with Pablo Medina's subtle and effective voice."

"My fate was sealed as a writer when I was forced to choose one night between studying for an organic chemistry test or an exam on Don Quixote. I chose the latter, and the rest is history."

Pablo Medina
poet, essayist, novelist, teacher

Excerpts from *The Marks of Birth*

The day Lucho drove up to Felicia's house for the canasta game, a pack of loud children ran about in the front yard trampling on the flowers. Three or four neighborhood dogs, infected by the excitement, hopped and barked under the shadow of the coconut tree. Inside were upward of forty people standing around the dining table or sitting on chairs that lined the living-room wall. On the couch a chorus of silver-haired ladies in black whispered a rosary.

The Marks of Birth owes much to Medina's memoirs, *Exiled Memories*, in the intricate weaving of the trials and triumphs of a Hispanic family and the social and political upheavals of its country. The Caribbean island-nation is never identified in the novel, but its striking resemblance to Cuba is not coincidental. The story begins in 1949 with the birth of Anton Garcia-Turner and then follows him from homeland to exile. "The novel is not autobiographical," Medina is quick to note, "but certainly one's own background is the source of one's writing."

Medina wrote the book in 1987, finishing the first draft in a year and a half. After five rewrites, the last one completed while living in Miami, he finally felt ready to present it for publication in 1994. He is now working on a sequel that he expects to have completed by this summer.

"The book shows what happens when the family returns to their country, only this time I identify the country," he said.

Despite his publishing success, Medina found that life as a writer was not sufficient to support a family. He turned to teaching and has had a long and successful career teaching creative writing, literature, and literary translation at the graduate and undergraduate levels. "I really enjoy working with students. I learn a great deal from them."

His career in higher education began at Mercer County Community College in Trenton, N.J., where he taught English, Spanish, and creative writing for 16 years. Between 1990 and the present, Medina has taught at Hunter College of CUNY, at Warren Wilson College in Asheville, N.C., and as Writer-in-Residence at Juniata College, in Huntingdon, Pa. He was also the Distinguished Visiting Writer at American University and George Washington University. Along the way, he taught adult writing courses in Miami and New York and has given readings of his own works and lectures on American and Latin American literature and culture at such places as the Georgetown University, the Library of Congress, and The Geraldine R. Dodge Poetry Festival.

Although he likes teaching, Medina finds that it leaves little time for writing. One solution is to apply for funding that allows him time and space to pursue his first love. He has been awarded grants from the Lila Wallace-Woodrow Wilson Fellowship, the Oscar B. Cintas Foundation, New Jersey State Council on the Arts, and the Pennsylvania Council on the Arts. A National Endowment for the Arts fellowship enabled him to complete his novel, *The Marks of Birth*.

"I really believe that I was awarded these grants and teaching positions because I was an Hispanic American writer applying at the right time." He himself encourages all students to take writing courses, but he doesn't believe that studying writing on a graduate level is the way to become a writer.

"An MFA program is not going to make you a better writer or get you a job," says Medina. "It only allows you more time and perhaps some fellowship money to continue writing."

Indeed, Medina does see an increased interest in writing courses. The New School for Social Research currently offers more than 175 courses at the graduate, undergraduate, and adult education levels. As the University Writer-in-Residence there for the academic years 1996-1998, Medina teaches two courses a semester. In the spring of 1997, he taught a literature course in the MFA program entitled "Literature and Democracy" and a writing course at the Eugene Lang College, the university's undergraduate division. Both classes were full.

Bea Banu, dean of the Eugene Lang College, speaks of Medina's teaching with great admiration: "Pablo has a wonderful following at the school. The students are incredibly enthusiastic about him. He is charming, speaks elegantly about the process of writing, and is very clear and orderly in his approach to teaching."

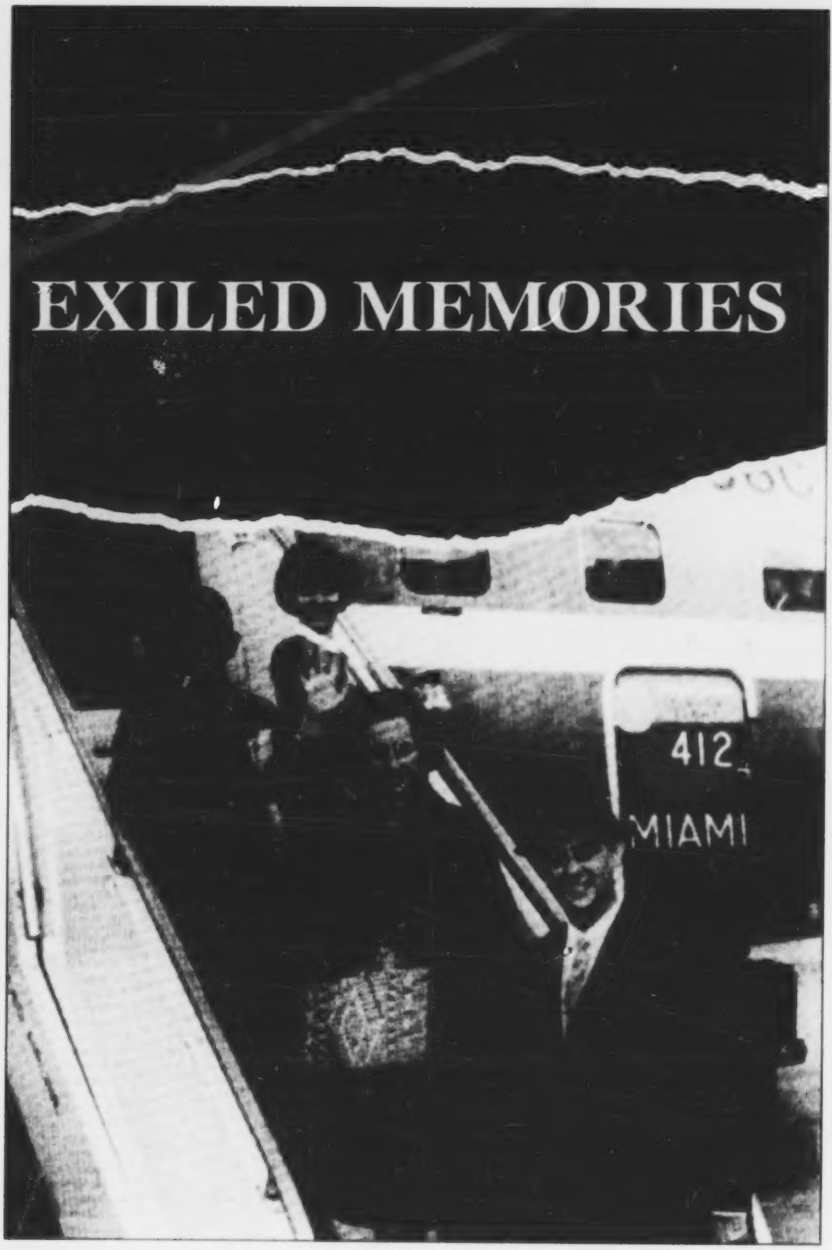
As Writer-in-Residence at the New School, Medina is also expected to organize a public event each semester. "Since I was appointed by the University Diversity Initiative, I have tried a number of different approaches,

Critics and Colleagues on Medina's Work:

"Medina speaks in many voices, some of them soft and keening, some loud with protest, and all of them reverberate with anger or sorrow at the human condition."
Michael Kernan, *The Washington Post*

"...His characters seem to step off the page and settle in your heart, their voices mingling with the voices of your youth, calling to mind the treasured tyranny of familial love."
Robert Boswell

"Rarely have I read a novel as confident, as innovative, or as fascinating as Pablo Medina's *The Marks of Birth*."
Heberto Padilla



including a Latina performance artist and a one-day conference on Latino American literature."

The lecture series he presented in 1995, during his appointment as the Distinguished Visitor, was entitled "Hispanic Mosaic: A Suite for Voices." This past April, Medina presented an unusually diverse program that focused on renga, a traditional Japanese form of poetry invented in the 8th century and popularized during the 14th century.

Pablo Medina will continue at the New School for the next academic year, teaching writing and literature and doing some administrative work in the writing program. His plans also call for finishing a first draft of his new novel and completing a collection of essays tentatively entitled *Points of Balance*.

"Writing is very satisfying to me. In my heart, I am a poet who likes to write prose. As I get older, my writing gets cleaner, more direct. I'm still working on making my writing better."

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Fast, Friendly, and Solamente en Ingles

English Trimester Program Growing in Popularity

by Michelle Adam

According to Webster's dictionary, a university is an educational institution of the highest level. But for many students, "university" also translates to "big" and "impersonal."

It is not impossible, though, to find a small and personal program within a university. A good example is the English Trimester Program at Inter American University in Puerto Rico.

More than 40,000 students attend the 85-year-old university over all. About 800 of them, all English-speaking and hailing from the Caribbean islands, from the mainland United States, but mostly from Puerto Rico, are enrolled in the English Trimester Program.

Joe Resto, the program's director of promotion, told *HO* that Inter American is the one university in the Caribbean currently offering an English-speaking program.

"Every other university teaches only in Spanish. This is the only full-English program," he said.

Enrollment stood at 500 when he came on board three years ago. The increase is substantial.

The program is located in Rio Piedras, a suburb of San Juan. Resto travels from there to cities throughout the United States, the Caribbean, and Puerto Rico to attract students to the program.

Established more than 20 years ago, the program was designed for English-speaking military personnel on the island. Since then, it has opened its doors to the general public, and now offers more than 60 professors teaching bachelor's- and master's-level accounting, marketing, human resources, management, nursing, and industrial management.

The program was initially structured to accommodate personnel on temporary stay in Puerto Rico. That same structure remains today so that students are able to complete their bachelor's in three years and master's in one. The accelerated pace and affordable price are two enticements to the program. There are others.

"One of the things that is most attractive about our program is that there's a lot more individualized attention, 15 to 20 students per classroom," according to Resto. Students receive individualized counseling, administrative officers take care of their needs, and planned activities help acquaint them with one another and with the island.

Ten percent of the students come from the mainland United States. Resto says that many were raised by Puerto Rican parents eager to see their children learn in the culture of their origin.

"We are almost like an extended family here," he said. "It is easier for Puerto Rican families to accept that their children are going to a Puerto Rican institution."

One such student is Iris Pabin, a New Yorker, now in her second year. She feels her experience in the program and in her parents' homeland has given her

"Every other university teaches only in Spanish. This is the only full-English program."

Joe Resto,
promotion director,
Inter American University

greater confidence in and enthusiasm for building her future.

"I had the New York attitude,...[and] it was getting me nowhere....I kept to myself," said Pabin. "Over here I have changed. I socialize. I've become much friendlier....I've got more enthusiasm in my studies," she said. Although Pabin attributes some of her successes to the warmth and hospitality of the Puerto Rican culture, she's quick to stress that the program and the teachers' concern for her welfare have helped expand her perspective and build her optimism.

"I just didn't know where I was going, who I was, the values that I have within me," said Pabin about her experience in New York. Coming to Puerto Rico has helped her connect with her parents' Puerto Rican values and to get away from an environment of negativity and bad influences. "Over here I am always motivated....The teachers influence me to be motivated....They broaden our horizons." Her interest in society, she said, has grown.

Another student, Ester Pazos, moved with her husband to Puerto Rico several years ago. Having been raised part Hispanic, she saw the move as an opportunity to learn about her heritage and culture. Since she doesn't speak Spanish, the English-Trimester program also suited her needs.

"Over here I am always motivated.... The teachers influence me to be motivated.... They broaden our horizons."

Iris Pabin,
second-year student

"It is really an excellent program.... Everyone works with everyone," said Pazos. She came into the program focusing her attention on accounting, but like Pabin, she has expanded her horizons to include international business and relations.

Pazos, too, described herself as more self-confident since entering the program. "The teaching is very good; teachers take time," she said. "Since it's so diverse here, you meet a lot of people. It's fast to pick up friends," added Pazos.

Sherida Chen moved with her husband to Puerto Rico from Jamaica two years ago, and since then entered the program at Inter American.

"I didn't expect university life to be like this at all. Everyone here is willing to go out of their way to help you." She said her sister has been attending the University of Miami, where students are sometimes overwhelmed by the size of the institution.

On the other hand, Inter American students use adjectives such as "friendly," "supportive," and "inspiring" to describe the English Trimester program. For some, merely studying in Puerto Rico has helped build new values based in family and community. And instead of feeling like a mere statistic within a larger university, students are recognizing the potential of their minds and their future.

For Iris Pabin, attending Inter American has expanded her global perspective in marketing, which she plans to pursue as a career in the mainland United States. Pazos hopes to stay for an extended time in Puerto Rico after completing her studies, and Chen has faith that the program's positive reputation in Puerto Rico will help her find work there after graduation.

For all of these students, there is one certainty. Inter American's English Trimester Program has become a new English-speaking Puerto Rican family that they will surely miss when it is all over.

From Esthetics to Empowerment: The Getty Trust

New Projects Emphasize Multiculturalism

by Vanessa A. Schwartz

Oil magnate J. Paul Getty originally established the Getty Trust in 1953 as an endowment for a small Southern California museum devoted to Greek and Roman antiquities.

Today Getty Trust officials speak of a new mission for its seven realms, which now include the museum, five institutes, and a grant program. Much of this new mission is aimed at reaching out to groups typically underrepresented in the art world. "The Getty," as it is usually called, is joining other foundations in spending millions of dollars to support the work of minority artists and to bring teachers and students into museums as a means of educating future generations in the visual arts.

Administrators and board members of the trust believe that a comprehensive arts education might be critical in improving overall student achievement, lowering dropout rates, and strengthening multicultural understanding.

A study cited by the Getty shows that students who take arts courses consistently score higher in both the math and verbal parts of the SATs than those who don't.

That's why the Getty Education Institute for the Arts has teamed up with the Annenberg Foundation and the National Arts Education Consortium for the Arts to select and fund 36 Arts Partner Schools to participate in a five-year, $15 million nationwide experiment to reform education through arts curricula and related strategies.

"This program presents an important opportunity to collect and analyze statistical data on student achievement to demonstrate why arts education needs to be at the core of school reform," says institute director Lelani Lattin Duke.

Arts Partner Schools were selected from among hundreds of schools within six regions that form the National Arts Education Consortium. Included are school districts, universities, art museums, and other arts/education organizations.

The North Texas Institute at the University of North Texas in Denton, Texas, one of the six regional centers, is working to make art education a priority for K-12 students in rural, urban, and suburban schools, including 14 that serve primarily students deemed "at risk."

"The schools represent great diversity in terms of geography, ethnicity, and socio-economic status," says D. Jack Davis, co-director of the North Texas Institute. "This diversity provides an ideal laboratory for exploring how a comprehensive arts education can serve as a focal point for school reform and for transforming the lives of students and teachers."

Students who take arts courses consistently score higher in both the math and verbal parts of the SATs than those who don't.

Davis and his counterparts at the Getty believe that art should be an essential part of every child's education. Their hope is that students in the program will not only know how to draw a picture, but also will know how to understand the meaning of a work of art, its historical and cultural context, and the basis for making informed judgments about it. The North Texas Institute and the other regional centers have used previous Getty grants to prepare educators and school administrators to teach and implement the art education curriculum. Collectively, the institutes have already instructed more than 1,000 teachers from 400 school districts, to the ultimate benefit of about 1.5 million students nationally.

As the Arts Partner Schools project gets under way, experts will monitor the schools' progress in merging art education with fundamental school reform, and measure its impact on student performance. Getty officials hope the findings will give them the ammunition they need to persuade more schools, parents, legislators, and the public that art has a critical role to play in education reform.

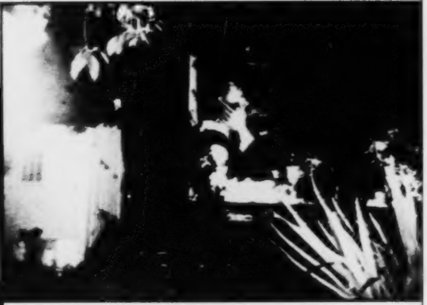
Granting Opportunities

The Getty Grant Program was developed to support projects in art history and museum practice, many of which would otherwise go unfunded. Funding for all programs it oversees, national and international, totals more than $60 million and is currently averaging about $6.5 million a year.

Landmarks of a New Generation funded by the Getty Conservation Institute.

Raul Herrera, age 18.
Downtown Skyline from Griffith Park Observatory

Luis Castro, age 12.
El Cortez Building After the January 1994 Earthquake


Daniel Hernandez, age 10.
View from the Chateau Marmont Hotel

"We look for projects that can make a significant difference in their fields, whether it be setting new standards for collaborative researching in the humanities or making use of new technologies to enhance the museum visitor's experience," says Deborah Marrow, grant program director.

She points to its Multicultural Internship Program that enables Los Angeles-area museums and visual arts organizations to offer summer internships to 95 college students of diverse cultural backgrounds. The internships open doors to career possibilities while providing staffing for Los Angeles museums, performing arts institutions, and other cultural centers.

In 1996, the Getty Grant Program awarded more than $320,000 to local institutions, providing them with a $3,000 stipend per student, plus administrative funds. Students were hired to organize art exhibits, teach children in galleries, research and catalog works of art, and help conserve rare objects. Last year Gabriella Rodriquez, a Cal Poly Ponomo student, worked at the Los Angeles County Museum in the contemporary art gallery. Antonio Guzman, Jr., from CSUN, and Oliva de la Riva, from East Los Angeles College, worked in part restoring and polishing an 1890 chemical fire engine for an opening of the Old Plaza Firehouse at El Pueblo Park.

Since its inception in 1993, the internship program has awarded in excess of $1.5 million, providing more than 350 students with summer jobs and the type of experience that can be crucial to minority applicants in securing highly competitive museum posts.

Getting the Picture

In the wake of the Los Angeles riots, the Getty Conservation Institute sponsored "Picture L. A.," an exhibition of photographs by local students. The project documented city landmarks as seen through the eyes of young neighborhood residents. Institute director Angel Corzo conceived the idea to raise public awareness of the landmarks.

"Part of our mission is the preservation of cultural landmarks worldwide, as defined by the community in which they exist," said Corzo. A Getty study revealed that the views of many groups, including ethnic minorities and youths, are underrepresented in the city's official landmark program.

The Getty engaged photographer Lauren Greenfield to organize the "Picture L.A." project. Through referrals from school programs and community centers, she selected youths hailing from communities such as South Central Los Angeles, Koreatown, Hollywood, Boyle Heights, Watts, and Inglewood. The students were given cameras and basic photographic instruction and asked to photograph places and events that they considered landmarks. The project's young participants chose the familiar Watts Tower and Union Station, but also included less expected images—the L.A. Four Trial, skaters of the Venice boardwalk, and a cruising low rider.

Corzo points out that "preserving and documenting personal or shared landmarks that relate different people to the same environment can reinforce a sense of belonging, continuity, identity, caring, and, in many instances, pride."

Branching Out

At a grassroots level, the Getty Trust is working with the Los Angeles Public Library to improve local educational opportunities via the Getty Homework Centers. Originally located at five branches in poor, urbanized areas, the Homework Centers aid in the development of students' reading, writing, and mathematics skills. Computer and video work stations and CD-ROM installations provide disadvantaged students with access to necessary technology. Specialized programs help youngsters write term papers, prepare for SAT exams, learn math, and improve reading skills.

Harold M. Williams, president and CEO of the Getty Trust, says the centers are "proving successful in encouraging and supporting students in our community in their efforts to pursue their education and create a better life for themselves."

Williams' voice reflects conviction and passion as he describes the Getty's support of education through the arts: "Education is a powerful key that can open up a future of greater opportunity."

Introducing....The Getty Center

The Getty Center, scheduled to open to the public in December 1997, unites the J. Paul Getty Trust's museum, institutes, and grant program on one site in Los Angeles. Situated in the Santa Monica Mountains off the 405 freeway in the historic Sepulveda Pass, the campus, designed by American architect Richard Meier, consists of six low-lying buildings on 110 acres. Expected to attract approximately 1.5 million visitors a year, the Getty Center will feature a new J. Paul Getty Museum, distinctive buildings housing the Getty Research Institute for the History of Art and the Humanities, the Getty Conservation Institute, the Getty Education Institute for the Arts, the Getty Information Institute, the Getty Grant Program, and the Central Garden designed by artist Robert Irwin.

"We are building the Getty Center to be a cultural resource for the city of Los Angeles," says Harold M. Williams, president and chief executive officer of the J. Paul Getty Trust. "We hope that its visibility from many parts of the city will serve as a magnet for visitors and as a reminder of the vital role the arts can play in our lives. We intend for it to attract and serve a broad public—people from Los Angeles and from around the world, young and old, who will come there to enjoy and study art and cultural heritage in an inspiring and stimulating setting."

Getty Center visitors will park in a 1,200-space structure and ascend the hill in an electric tram for the five-minute ride to the central plaza. An inviting staircase there will lead them into the museum and other parts of the campus, which features a full-service restaurant, two cafés, a museum bookstore, and an auditorium seating 450, as well as the Research Institute's exhibition space, resource collections, and a reading area within the 750,000-volume library. Gardens and terraces throughout provide sweeping views of Los Angeles, the mountains, and the ocean. Admission will be free, with a modest charge for parking. A public bus line will stop at the front entrance.

The gallery space of the new J. Paul Getty Museum at the Getty Center will be more than twice that of the present Museum in Malibu. Five two-story pavilions, interconnected around an open central courtyard, will house changing exhibitions and the expanding permanent collections of pre-20th century European paintings, drawings, illuminated manuscripts, sculpture, and decorative arts, and 19th- and 20th-century American and European photographs. Paintings will be seen in galleries with natural skylights, and visitors will be free to see works of art chronologically or to enter individual pavilions through the courtyard in any sequence they wish. Special viewing hours for school children and their teachers, lively family programs, and interactive media are some aspects of the educational programming. Visitors will also be able to attend gallery talks, lectures, films, concerts, and art demonstrations sponsored by the Museum and the other Getty organizations.

Ramon Cortines, member of the Getty Trust Board of Trustees and special advisor to The U.S. Secretary of Education, says, "The Getty is an important educational institution committed to sharing its resources and information with the people of Los Angeles and the nation. The new center will serve as an extension of the classroom in providing opportunities for learning among children and adults."

Every Teacher a Student; Every Student a Teacher

Language Barriers Melting on Colorado Campus

by Karin Gamba

The students gather around two oblong tables pushed together to make one big square for easy conversation. About 16 men and women are in attendance on this blustery Colorado evening, some traveling the 40 miles from Aspen to get here. Others are coming straight from work; a few stop off at the babysitter's or at a day care site to pick up children and bring them along to class.

Even before class begins, the conversation is animated. The atmosphere is relaxed as the students catch up with one another about the previous week. Spanish and English co-mingle as easily as two streams flowing into one river of friendly chatter. Finally, the children, who have been playing tag, are ushered by their parents to another room where they too will spend the next two hours practicing a second language.

Welcome to the Intercambio, a successful new pilot language program offered by Colorado Mountain College (CMC) in Glenwood Springs. All levels of Spanish and English classes, from beginning to advanced, are offered under the Intercambio heading and scheduled on the same night at the same time to facilitate a cooperative atmosphere.

The Intercambio, or Inter-exchange, is a gathering place for Spanish and English speakers. While the idea of a language exchange is not new, offering it as a structured course as part of a college language curriculum is. Students meet under the direction of three professors. ESL and Spanish instructors use whole-group cooperative learning strategies, activities, mixed-language one-on-one pairings, small groups, and lessons in same-language groups to facilitate second-language acquisition.

The idea of an "intercambio" class evolved over the years as Jonathan Satz, CMC Program Director, struggled to learn Spanish. Although Satz spent time in Mexico and Central America studying the language, he still found himself in a formal classroom setting practicing the language with other gringos.

"I recognized that through all the Spanish classes I've had over the years, I was taught using traditional language-teaching methods—books, tapes, rote exercises. I became frustrated because I realized I knew the formal language, but I couldn't speak it," Satz remembers.

A few years later, Satz took a job teaching English at the Instituto Britanico in Costa Rica. Still struggling with his Spanish skills, he formed one-on-one partnerships with English and Spanish students who were experiencing similar frustrations.

"One of the most effective things I did was meet with motivated students regularly at one of the local cafes in Liberia. We would converse in both Spanish and English without the fear or pressure associated with a classroom environment," he says.

> ***"It appears that we have two cultures living side by side, but not together. Lack of awareness breeds fear, prejudices, and cultural stereotyping. The Intercambio is...a way to attack the problem and promote understanding and appreciation."***
>
> **Laura Marasco**
> **Spanish Instructor**

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Student Maria Del Gadillo, left, and Instructor Lucy Stephenson, right

> ***"We are striving for a barrier-free environment. One where students can overcome their fears and trust the people they are speaking with."***
>
> **ESL Instructor Lucy Stephenson, CMC**

Two years later, while pursuing his master's degree in bilingual education under the guidance of current Intercambio co-instructor Laura Marasco, Satz had the opportunity to implement a pilot program derived from both his own language learning experiences and master's-level language acquisition courses.

"I learned that anxiety, self-esteem, and self-concept play a major role in learning languages. We wanted to create an environment that would be comfortable for students and lower the role these filters play. The ideal learning environment is one where everybody's a teacher and everybody's a student. That's what we strive for with the Intercambio," explains Satz.

In his search, Satz looked to other community and four-year colleges for nontraditional models of language learning, specifically a structured language exchange. Through traditional research and Internet searches, he and Marasco didn't find any classes like the one they were about to implement. "We believe we're breaking new ground," says Satz.

The most effective way to achieve second-language acquisition is to spend time in-country, but this option is not available to many students, especially to the large nontraditional student population at CMC. While it can't duplicate the experience of residing in another country, the Intercambio succeeds in mixing native speakers with novices, fostering a cooperative atmosphere that is less stigmatized by fear and anxiety than are traditional classrooms.

According to ESL instructor Lucy Stephenson, "We are striving for a barrier-free environment, one where students can overcome their fears and trust the people that they are speaking with. Since the class began, the students have built up a lot of trust with each other because they realize everyone gets tongue-tied once in a while. When that happens, there's no shame involved for the speaker. Rather, it's an opportunity to learn," she says.

Another reason for the growing trust is the building of partnerships among the students. According to Spanish instructor Laura Marasco, "We have about 40 people in class, half Latinos and half Anglos, which creates about 20 partnerships. What's happening is that each partnership is beginning to speak regularly in the second language. Because each partner is getting to know someone personally from another culture, there's an investment in the other person.

"All the giving, taking and caring that goes on creates an obligation to come to class. If a partner doesn't show, it's not just him or her that's missing out, his or her partner is missing out too. It's a win-win situation for everybody," says Marasco.

But language isn't the only thing being exchanged in the Intercambio. Although it originated as a dual-language learning class, it has evolved into a cultural swap as well. While textbooks are non-existent in the intercambio format, each session is unique and structured, focusing on a different theme that is common between the cultures: family, art, food, institutions, celebrations.

"We're trying to get so that each class session rests on its own," Satz says, so that if busy schedules make it tough to attend a class, a student would not feel left behind. In a class about the Christmas celebration, for example, a student shares the Mexican story of the vision of Juan Diego and the tradition of La Posada. In turn, Anglo students share the varied customs and traditions inherent in American culture.

Class participants are equally pleased with the mix of language and culture. Mexico native Brenda Thomas feels the Intercambio offers "an opening direction. I come here to learn English, but we share a lot of things. We learn about other people's lives."

Brenda's partner Cora Charneskey concurs: "I was tired of the same old book stuff. Here, I get to talk with Spanish-speaking people and learn about what their lives are like."

Professor Laura Marasco, right, and student Brenda Thomas, left

Student Jeff Carlson sums up, saying, "It's hard to learn a language divorced from learning the culture. They go hand in hand. After this class, there are a few more Anglos who know and understand a few more Latinos and vice versa."

Mending the cultural gap between races is more important than ever. Given the seeming "deterioration of race relations" spotlighted in local and national news on a daily basis, finding common ground, understanding, and even friendship are critical to our communities. Even in this small, liberal valley, with Glenwood Springs at one end and Aspen at the other, racial tension is on the rise.

"It appears that we have two cultures living side by side, but not together. Lack of awareness breeds fear, prejudices, and cultural stereotyping," says Marasco. "The Intercambio is an opportunity for some of these culturally different linguistic groups to come together. It's a way to attack the problem and promote understanding and appreciation," she adds.

As a result of the class, Carlson says, he's become more sensitive. "Having met other Latinos, when I hear people talking negatively or making distasteful jokes about Latinos, I get angry because I have a personal base of knowledge to draw from. There's a connection."

While by all accounts the Intercambio has been deemed a success, it is not without its challenges. The cost of running the programs has been the biggest hurdle for Satz. "The staff-intensive nature of the class drives the cost up," he says.

In addition to the three paid instructors, the college also provides a mini-intercambio program for children. The child care program is a combination of play, activities, and personal and group interaction among the children with the goal of promoting second-language learning. Because of its unique demands, the mini-intercambio is taught and supervised by bilingual childhood educators, adding to the cost of the program.

Although administration has pledged its support, Marasco has applied for a Fund for Improvement of Post Secondary Education (FIPSIE) grant to help fund the program. She hopes the additional funds will help the college take the Intercambio on the road to CMC's six other western Colorado campuses in the near future.

The other significant challenge concerns the capricious tendencies of Mother Nature. Harsh weather and hazardous winter driving conditions can make getting to class difficult or impossible for some students. Because of the way the class is structured, if students don't show up, the partnerships can break down. While various solutions are being considered, Satz, Marasco, and Stephenson look to the nightly student evaluations for guidance in remedying problems and structuring future classes. "We're trying to find a balance in the program. Responding to students' feedback is a key element in achieving that balance," says Satz.

But despite the difficulties, the rewards have been greater than the challenges.

"We hope students go home with a lot of information about the language and each other's cultures, and with twenty new friends," says Stephenson.

It seems that one thing that students are doing is spreading the word about this new language curriculum. Each semester CMC has offered the class, there has been a waiting list to get in. After a tradition of textbooks and rote exercises in language classes, who can deny the refreshing appeal of a language class where real people speaking vernacularly animate both the language and the culture.

Jeff Carlson and Tere Hernandez work together during a session of the Intercambio program.

In Praise of BUSCA

Bilingual Undergraduate Studies at La Salle

Just a few years ago, Madeline Torres wondered if she could ever achieve her dream of becoming a high school Spanish language teacher.

Nelson Miranda, who hadn't been in a classroom for nearly a generation, needed his son to act as an English-language interpreter.

Now, their energy and determination, together with their success in a unique La Salle (Pa.) University program founded in 1993, are opening doors for these students, both residents of Philadelphia. Torres and Miranda are two of the first five graduates of BUSCA, a program that targets Latinos whose level of English-language competence would normally bar them from attaining a college education in America. Other members of BUSCA's first graduating class are Clara Alicea, Mayra A. Diaz, and Luz Angela Salgado.

BUSCA, a Spanish word for "quest" and an acronym for Bilingual Undergraduate Studies for Collegiate Advancement, offers core courses such as history, religion, and fine arts in Spanish and courses in English-as-a-second-language so that students can ready themselves for mainstream college studies leading toward a bachelor's degree. BUSCA offers 20 courses in all—12 of them in Spanish, four based on ESL. Classes are offered afternoons and evenings. BUSCA graduates receive an associate's degree in liberal arts.

Torres became part of the program as a senior at Edison High School where she met BUSCA founder and director Leonard Brownstein, a LaSalle professor of Spanish who has since retired.

"Before learning of that program, I had been planning to go back to Puerto Rico for college study," Torres recalls. Her family had only moved from Puerto Rico to the United States in 1990, and she didn't think she was fluent enough in English to excel at college study in the United States.

"Dr. Brownstein convinced me that day that La Salle University had a new curriculum just for students like me," Torres said. "A program to help me adapt my language skills so I could succeed in my college studies." She enrolled and became BUSCA's very first graduate.

When Miranda first heard of the program, he took a test to help La Salle teachers determine his English-language skills. Unable to write any English whatever, he turned in a blue book of blank pages. Once enrolled in the program, however, he made the dean's list several semesters, even though he had been out of the classroom for 17 years.

"At the graduation, I saw people who once had little in the way of skills and socialization in our society because of their language problems. They were semi-segregated in the schools because of language barriers. Now... thanks to BUSCA,...they are dramatically changed people with wonderful self-concept."

Dr. Leonard Brownstein, BUSCA founder

"BUSCA has made a great difference for me in improving my language skills so I can make it in college," he says.

After enrolling in BUSCA, both Miranda and Torres expanded their job opportunities. Miranda became a chef, preparing specialty dishes in high-end restaurants, and currently he prepares meals for children at the Philadelphia Parent and Child Center. Torres gained teaching experience by working in Americorps' Aspira program, tutoring 38 teenagers up to 50 hours a week at Philadelphia's Edison High School, and encouraging them to strive for achievement.

"I'm more convinced now than ever that I want to be a teacher," Torres says. "But in addition to concentrating on Spanish language, I intend now to focus also on psychology because I want to be competent to counsel students who come to me." Torres said that in her daily work she encounters many troubled teens whose families are impacted by substance abuse or joblessness. A couple of the teens she's encountered were in despair, and the threat of suicide has been an issue.

"I want to make a real difference with today's students," she says. "I'm concerned that so many of them are dropping out of school or into drugs, involved in violence. I want to offer them hope."

Through BUSCA, La Salle has been trying to target people with special needs in the neighborhoods surrounding the university. According to the Census Bureau, the Hispanic population in the Philadelphia region—an area from Wilmington, Delaware, to Trenton, New Jersey—increased 52 percent during the 1980s, from 147,902 to 225,868 in 1990. Many Hispanic immigrant families hail from professional backgrounds and hold professional ambitions, as is the case with Madeline Torres.

"But they've been stymied because of the challenges of pursuing a university education due to their limited proficiency in English," says BUSCA director Dr. James Devine. "BUSCA provides a climate and a program in which the learning of subject content and the mastering of English take place simultaneously. The program is forging ahead. We are delighted with its development."

"Before learning of that program, I had been planning to go back to Puerto Rico for college study."

Madeline Torres,
first graduate of BUSCA

Founder Brownstein journeyed to Philadelphia from his home in Spain for the first-ever BUSCA graduation and said he was moved and excited to be part of the occasion.

"At the graduation, I saw people who once had little in the way of skills and socialization in our society because of their language problems," he said. "They were semi-segregated in the schools because of language barriers. Now, thanks to the first-rate English-as-a-second-language teaching that La Salle offers through BUSCA, these students have just blossomed. They are dramatically changed people with a wonderful self-concept."

"BUSCA provides a climate and a program in which the learning of subject content and the mastering of English take place simultaneously."

Dr. James Devine,
director, BUSCA,
La Salle University

La Salle's President, Brother Joseph F. Burke, described the BUSCA Program as "absolutely integral to our mission as a university. Throughout our 130-year history, we have been there for people who often are not on the center stage of American life."

As for Torres, now working on her bachelor's degree program in education, she "can't say enough about what La Salle has done for me. Whenever I had a problem, Dr. Brownstein, Dr. Devine, or someone on the university's staff was there for me. Now I really feel ready to complete my studies and make a difference in my community."

Hunter College Mentors **Minority Enrollment Gains** **MOST Program** **College Finances**

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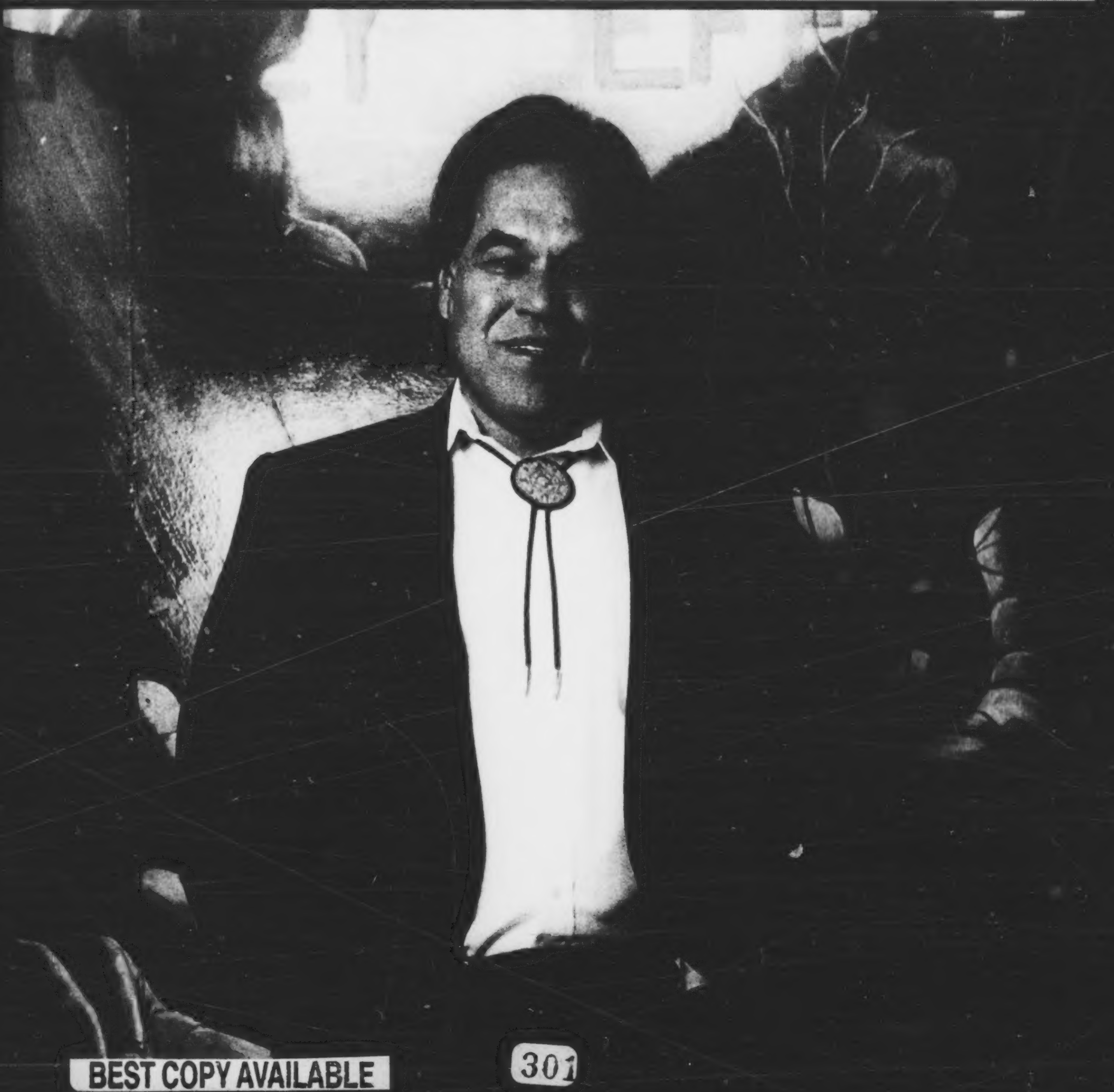
THE HISPANIC Outlook IN HIGHER EDUCATION

ACTIVIST, PLAYWRIGHT, DIRECTOR

LUIS VALDEZ



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Cover Photo: Luis Valdez

Law Schools, Medical Schools, and Affirmative Action

Minority Enrollments Declining

by Ines Pinto Alicea

As state legislatures nationwide review the use of affirmative action, several professional school groups are expressing serious concerns about ending affirmative action policies. It remains to be seen whether Congress will follow suit.

A recent study by the Law School Admission Council found that minority enrollment in law schools would drop significantly without the use of affirmative action in admissions. Already, some law schools that have taken an anti-affirmative action stance are feeling the impact of their policies. Applications from Hispanic students to the University of Texas Law School have dropped 14 percent.

And after several years of increases, the number of minority students starting at medical schools nationwide has declined in the past two years: the national decline from 1995 to 1996 was 5 percent, according to the Association of American Medical Colleges; California medical schools experienced a 19 percent drop over that same time frame.

"Efforts to increase the diversity of health professions are at risk," said Antonia Villarruel, a professor at the University of Pennsylvania School of Nursing and president of the National Association of Hispanic Nurses. She said Hispanics comprise only about 1.6 percent of all registered nurses and that recent anti-affirmative action rhetoric is likely to hamper any efforts to significantly increase their numbers. "What you will get is a health force that doesn't know how to deal with a significant portion of the population," said Villarruel.

David A. Longanecker, the • assistant secretary for postsecondary education at the U.S. Department of Education, said his agency was "quite concerned" about the drops in applications by minorities at professional schools and was reviewing what type of action the department should take.

Linda F. Wightman conducted the study for the Law School Admission Council when she served as the organization's vice president for testing, operations, and research. She is now an associate professor of educational research and methodology at the University of North Carolina at Greensboro. She found that if admissions were granted only on the basis of grades and scores on the Law School Admission Test—the main criteria used to evaluate Anglo applicants—only 6 percent of the applications from Puerto Ricans would have resulted in admissions offers. Currently, 24 percent of Puerto Rican students' applications to law schools—many of which use affirmative action—result in offers of admission; the figure for white applicants is 26 percent. The "admit rates" of other minority groups would fall as well, to 9 percent from 32 percent for Mexican Americans and to 15 from 26 percent for Asian-American applicants.

"We still have a need for affirmative action in graduate school admissions," said Wightman. "The potential is there [if affirmative action were abolished] for the ethnic makeup of law schools and therefore the profession to revert to what we saw in the 1960s—white males."

Wightman studied thousands of applications to law schools in 1991. She then followed 23,000 successful applicants through their bar exams, interviewing 6,000 of the students more than once.

Wightman said that the study should "replace the anecdotes with real data" and generate support for affirmative action by proving that most students admitted under affirmative action policies succeed.

The study did find differences in the rates at which students accepted as a result of affirmative action were admitted to the bar. More than 95 percent of the Puerto Rican law school graduates who would have been admitted on the basis of grades and test scores passed the bar, while the figure for those who would not have been admitted on the basis of those criteria was 72.5 percent. For white students admitted on the basis of grades and test scores, the bar exam passing rate was 96.6 percent. The rates for Mexican American graduates were 92 and 87 percent, respectively.

"There are differences among the different Hispanic groups," Wightman said. "The [data] indicate a need to look at the groups differently."

Law schools are experiencing a decline in overall applications—a 10 percent drop last year alone—which raises questions about the judiciousness of dropping affirmative action policies. But for medical schools throughout the country, the impact of anti-affirmative action policies is already being felt across the board. Admissions committees in some states are nervous about lawsuits and are rejecting many applicants whom they would have accepted previously, said Villarruel. The impact of such steps could be devastating for the Latino community; studies from the Association of American Medical Colleges show that minority physicians are more likely than their white counterparts to work in low-income areas of the United States: 39 percent of the 1995 medical school graduates belonging to underrepresented minority groups said they planned to work in poor areas, compared with 10 percent of other graduates.

Villarruel said that the pool of minority applicants tends to be small for professional schools but that creating a diverse student body is not that difficult. All it takes is some resolve, she said. Professional schools have to take a more active role in reaching students at the junior high and high school levels, she said.

A recent study found that colleges have to do more as well to encourage undergraduates to continue pursuing science degrees. The study by two sociologists at the University of Colorado at Boulder, Elaine Seymour and Nancy M. Hewitt, found that bright minority students who started college planning to major in a science often changed majors because of the impersonal atmosphere encountered in many introductory science classes. Not only did the students who changed majors find it difficult to adapt to the large classes, but also they were discouraged by not having professors in those classes available for individual questions or explanations.

Grasping the Mystery of Science

A Mentor at Hunter Passes the Torch

By Jeff Simmons

The Mentor

"I watch them develop and see them ask me questions that I can't answer," says Professor Jesus Angulo, when asked what he gains from mentoring students at Hunter College in Manhattan.

It's those times when his students stump him with inquiries that the biologist knows that he has been successful. His students, he says, often come to him asking the easy questions. But at those later points, their questions speak of their advancement and of their desire to learn more.

"Toward that end, they sort of grasp the mystery of science," says Angulo.

Angulo has been a mentor to minority students at the Manhattan campus of the City University of New York (CUNY) for several years. Students come to him often as they face daunting social odds, and he strives to help them settle onto less shaky ground and to give them a better sense of direction.

Angulo is one of several professors on campus, where minority enrollment is greater than half of its 18,000 student population, who participate in two federally funded programs designed to carefully guide Hispanic and African-American students toward the sciences.

The programs, Minority Access to Research Careers (MARC) and Minority Biomedical Research Support (MBRS), have accommodated 175 students since the National Institutes for Health began funding them at Hunter 16 years ago. Hunter is one of nearly two dozen institutions nationwide to offer the program, because it houses a minority research center.

The goal is to foster greater involvement by minority students in a domain where they have been sorely underrepresented. Although some gains have been reported, progress has been slow moving. A recent study by the American Council on Education found that between 1993 and 1994, Hispanic students who were U.S. citizens registered moderate increases in most categories of doctoral degrees but lost ground in engineering and social sciences. The largest gain at that time, 22.5 percent, involved professional degrees designated as "other." These included life sciences.

A study, "Achieving Faculty Diversity" by Daryl Smith for the Association of American Colleges and Universities, concluded that the "scientific establishment in the United States, especially as represented by the major research laboratories, is not generally perceived to be engaged in issues of diversity." Smith maintained that the greatest challenge is to prevent a widespread reduction in the number of women and minorities entering the fields.

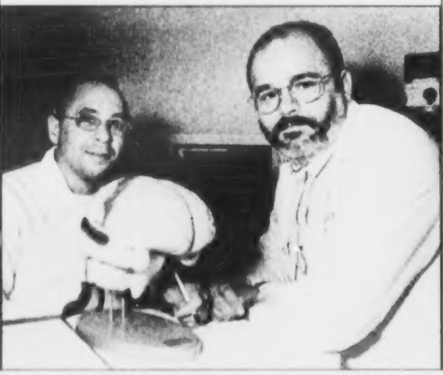
Which is why professors like Angulo say they go the extra mile and serve not only as teachers but as role models, big brothers and sisters, and even partners in research endeavors with their students.

"I encourage them to learn and to develop and to increase their appetite or thirst for knowledge because that's what is behind all good research," Angulo said recently, sitting in a tiny office above bustling Lexington Avenue in midtown Manhattan. "It's their lives. I don't want to tell them what they have to do; I don't want to describe a mission for them."

Angulo should know—because he admits to making drastic "life changes"

"The program really can change a person's life. It's more than just a vehicle to get into a good graduate school."

Pabel Delgado, 29-year-old student



"I encourage them to learn and to develop and to increase their appetite or thirst for knowledge because that's what is behind all good research."

Professor Jesus Angulo, Hunter College mentor

and eventually finding a niche after becoming fascinated by the brain and realizing that "This is where I have to go."

A native of Cuba, he emigrated to the United States when he was 14 years old, attended schools in New York City, and enrolled at Hunter in 1972. He switched gears in midstream, moving from studies of philosophy to studies of biology. He faced considerable odds. His father was ill, and so Angulo worked full time at night knitting polyester in a knitting factory.

By the time he was a graduate student, the MBRS program was under way at Hunter, and he enrolled. The seeds of his growth into a mentor were planted there, because so many of the younger students looked up to him as a role model and "older brother."

"I interacted a great deal with the students," says Angulo, who later moved into a teaching slot at nearby Rockefeller University, returning to Hunter College four years ago.

He immediately sought to give back what he had received, opting to participate in the MBRS and MARC programs. Angulo says the programs offer several novel opportunities to the 30 students who enroll each year. Foremost, they provide stipends so that students don't have to seek employment off-campus.

Additionally, the programs allow students to travel to national conferences to present data that they have researched, travels that inspire students to continue their studies. Further, the students get greater hands-on experience working in laboratories alongside professors. "Not only do they learn new techniques, but we teach them how to think, how to ask questions," says Angulo.

The experiences, Angulo says, are "eye-opening."

The Student

Pabel Delgado agrees. The 29-year-old suffered from a lack of direction and was saddled with an already hectic lifestyle. Of Puerto Rican descent, he was reared in Spanish Harlem and the South Bronx and is now a single parent of two children. Delgado became interested in biology at Hunter, later signed up for a Children's Aid Society program for adults, and then applied to the MARC program and interviewed with Angulo at the end of 1995.

"I walked in here not having a clue what I wanted to do with myself," says Delgado. "I didn't know where else to be."

The program, which pays his full tuition and provides Delgado with a $125-a-week stipend, has given him the opportunity to feel more grounded, and to publish a research paper with a peer in a professional science journal. He is now studying addiction-producing drugs such as amphetamines and cocaine.

"It was just exciting," he says, sitting in the department laboratory as student colleagues hustle by. "It was a huge opportunity. A year prior, it was a shot in the dark. I was just trying school out. I really didn't expect much for myself."

But, he says, his association with Angulo fostered much of his determination, drive, and ambition. "The ball was rolling," he says.

Angulo serves as an important and often hard-to-find role model because he also is minority, Delgado says. "He speaks with an accent," he recalls, thinking about their first meeting. "This is great.... He was really bright and he was a professor." The two spoke "Spanglish" and found a common ground.

"He asked me if I spoke Spanish, and I said I speak broken Spanish, and he smiled and said, 'That's OK, so do I. We could practice together,'" Delgado says.

Besides taking a 12-credit courseload this semester, Delgado visits the laboratory at least 20 hours each week, hours that he says have been so valuable because he has witnessed the importance of dedication to a project. "It's everything," he says. "The program really can change a person's life. It's more than just a vehicle to get into a good graduate school."

Delgado says that many minority students don't believe they have the opportunity to improve and develop themselves. But programs like MARC have led him to "uncover things I didn't know I had in me. I never thought I was dumb, but I never considered myself terribly bright."

"I'm developing a method of thinking, an insight. The people I've met have been wonderful," he says. "I thought that teaching was basically 'you go into a class and you leave.' I had no idea teachers could impact students this way. I never had a mentor before."

Angulo often steps outside of the role of professor, counseling students when they contemplate dropping out or calling it quits because of pressing personal problems, such as caring for a loved one. Many of the students at Hunter, he says, have come from impoverished neighborhoods and have had to struggle to afford college.

"I always try to find out how they're dealing with personal problems. If I can help, I help out," he says. "That's definitely not the traditional mentor-student relationship. That's something additional."

Sitting beside a plastic brain perched atop an adjacent cabinet, Angulo adds, "I always tell them that sometimes students think that they have made mistakes in their lives and their careers. You have made mistakes and continue to make mistakes. Only gods don't make mistakes. But if you learn from your mistakes, you're closer to a god than before."

Going to College without Going Broke

Ways and Means of Cutting Costs

by Russell Guerrero

Marisa Caro is finishing up her first year at Palo Alto College in San Antonio. Like most first-year students,, she enjoys college life. And, like most college students in general, she is a little concerned about making ends meet until she graduates.

"Money is tight, and it is kind of hard," she says.

In fact, Caro, who was never really serious about saving money until she went to college, now works part time and lives with her grandparents to meet her financial needs.

"I used to spend about $5 a day on eating out when I was in high school because I thought I was too busy to make anything. But now I make my own lunch and bring it to school. That adds up to $25 a week that I can use somewhere else." This year, Caro, a theatre major, has learned lessons in basic college economics.

While money and college have always gone hand in hand, the quest for an affordable education has become more difficult and more prominent. President Clinton has called for relief for college students, while magazines sell college guides that rate both academics and value, and *Time* magazine put higher education on the defensive with a cover story on the high cost of earning a diploma. Still, there are ways in which students, before entering college and during their college years, can stretch their dollars or shrink their expenses.

"It is a tough process," admits Drew Murray, a senior at Trinity University in Texas, when asked about cutting the cost of college. But Murray has been successful at watching his budget and staying in the black. What advice would he give future students? Murray has a quick answer: "Take as many A.P.s as you can," he says. Advance Placement tests are offered to high school seniors and count toward college hours.

High schools offer advance placement classes, but students do not need to take the courses to take the tests. "A couple of teachers strongly advised me to take the test," says Murray, who adds, "It turned out to be good advice." Murray was able to get six hours of college credit before walking into a college classroom.

Murray has another suggestion for incoming college students. "See if you can get a work-study as part of your financial aid package." His on-campus job has helped him with spending money during his years at Trinity. Murray points out, though, that the money would not go too far without a budget. "I kind of had a budget in high school, but it's much different in college because of the higher level of independence I have," he says. "I had to cut down on luxury items like compact disks, and concentrate on the essential stuff like laundry, food, and haircuts."

Murray has more advice for students watching their bottom line, including going to the library instead of heading straight for the bookstore for required college texts. "I was able to get an extended checkout for a book I needed for a Jewish literature class at the university's library," he says.

Other advice includes borrowing a friend's computer or finding one on campus to write papers on, and getting the most out of the school's meal plan. "I know people who will use their meal plans to stock up on food and drinks in their dorms."

Skip Walsh also knows how difficult it can be for students to make ends meet

> ***"The cost of tuition will still be the same, whether you finish in three or four years, but you will save on room and board."***
>
> **Skip Walsh,**
> **director of residence life,**
> **University of San Diego**

on campus. Walsh has been the director of residence life at the University of San Diego since 1973. He is also the assistant dean of students. As a school administrator, Walsh understands the forces that can drive up education costs. But he has thought of ways for students to fight back.

One of the first ways a person can control expenses, says Walsh, is to do a good deal of research at a bookstore or library on getting extra money for tuition. "There are publications that have unusual and obscure financial aid or funding opportunities," says Walsh. Many of these opportunities take some work to apply for, and they might have strict guidelines to meet, but the payoff in college money is worth the effort.

Walsh has come up with a slew of other ways students can save a buck. Using public transportation, for example, or riding a bike to campus to save on transportation costs. Recycling. "And not just the stuff *you* use. Go around and collect other items to make some extra money from," says Walsh, adding, "You should do it anyway to take care of the environment."

He advises going to discount stores for student needs. "There will be discount coupon books on campus. Look for the discounts. Find access times and locations where student discounts are available."

If a student decides to live off campus, multiply the number of roommates and split the rent with more than just two people. Or, if you want a little more privacy, look for rooms offered by senior citizens nearby. If a student lives on campus, Walsh advises getting a two-year contract on your room and board arrangement to freeze annual cost-of-living hikes.

Walsh has a radical notion for saving on food costs: "Limit yourself to two meals a day," says Walsh, who adds that in San Diego, "Taco Bell is open 24 hours a day."

Walsh also looks at cutting the price of textbooks by finding other people with the same major and sharing the cost. "Theoretically, if you meet with other people in your major, you can pool your money together and buy the needed books."

As far as socializing goes, Walsh suggests getting involved in intramurals. They offer "pretty reasonable social interaction that won't cost you an arm and a leg." He says going to official campus events that have student discounts can make for a nice diversion from studies.

Using public transportation, for example, or riding a bike to campus can save on transportation costs.

"But now I make my own lunch and bring it to school. That adds up to $25 a week that I can use somewhere else."

Marisa Caro,
first-year student,
Palo Alto College, San Antonio

Another big way to save on college costs is to graduate on time. One way to do this, says Walsh, is to take basic courses and explore different subjects before committing to a major right away. "Too many students commit to a major and then switch to something else and then add a semester to their course load." Walsh says there are also some advantages to finishing college in three years. "The cost of tuition will still be the same, whether you finish in three or four years, but theoretically you will save on secondary costs like room and board."

And, like Murray, Walsh strongly believes students need to get a job. For example, a resident assistant for a campus dorm can get free room and board.

Jobs are important to about 80 percent of the students attending the University of Texas-El Paso, according to Gary Edens, director of UTEP's student development center. That is the percentage of students who work part time and go to school on the west Texas campus. "Our students are present-focused rather than long-term focused," explains Edens.

continued on page 16

The Incomparable Luis Valdez

Leader of a Teledramatic Revolution

by Pat Hanson

Luis Valdez grew up in central California in a farmworking family, harvesting crops until he turned 18, and he didn't like it. He hated being treated like an animal, and he hated it when people asked him if he could read.

Today he holds four honorary doctorates and a 1968 Obie award for *El Teatro Campesino*, the internationally acclaimed theater group he founded in the '60s to support and publicize striking farmworkers. In 1977 he received a Golden Globe Nomination for the movie version of *Zoot Suit*, a play that he created for the Mark Taper Forum in Los Angeles with a Rockefeller Foundation Grant. *Zoot Suit* became the first play by a Chicano to be produced on Broadway. His many film and television credits include *La Bamba*, *Bandido*, *The Cisco Kid*, and *Corridos: Tales of Passion and Revolution*, which won him a George Peabody Award for Excellence in Television. Valdez adapted *La Pastorela, A Shepherd's Tale* for the acclaimed PBS show, Great Performances. Recently he was appointed to the board of the National Endowment for the Arts, the major federal funding source for artists in the U.S.

In 1994 Valdez became the founding director of The Institute for Teledramatic Arts and Technology at California State University at Monterey Bay (CSUMB). His humility, combined with his real-world experience and his compelling vision of the future, make Luis Valdez a gift to undergraduates who enroll at the new university at the old Fort Ord military base.

After 30 years of acting on his passion, his politics, and his creativity, Luis Valdez is giving back some of the lessons he's learned, sharing them with his students, and at the same time continuing to work at his craft within the entertainment industry.

Earlier this year, Valdez conducted a screenwriting class attended by this writer and, in May, granted an illuminating interview for *Hispanic Outlook*.

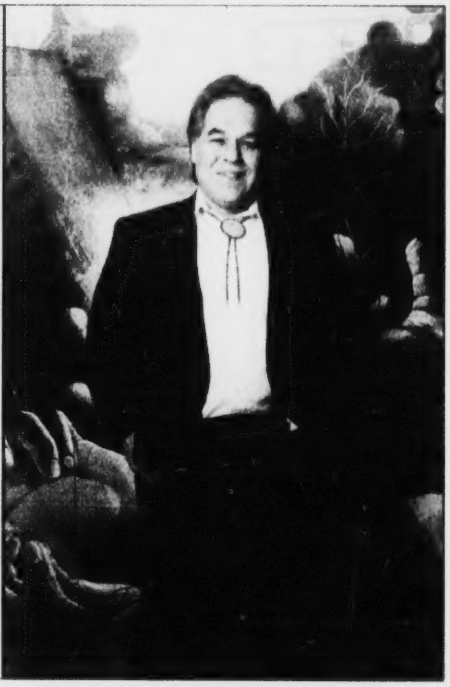
HO As an acclaimed professional in the entertainment industry, you obviously don't need to teach at a university. Why do you teach?

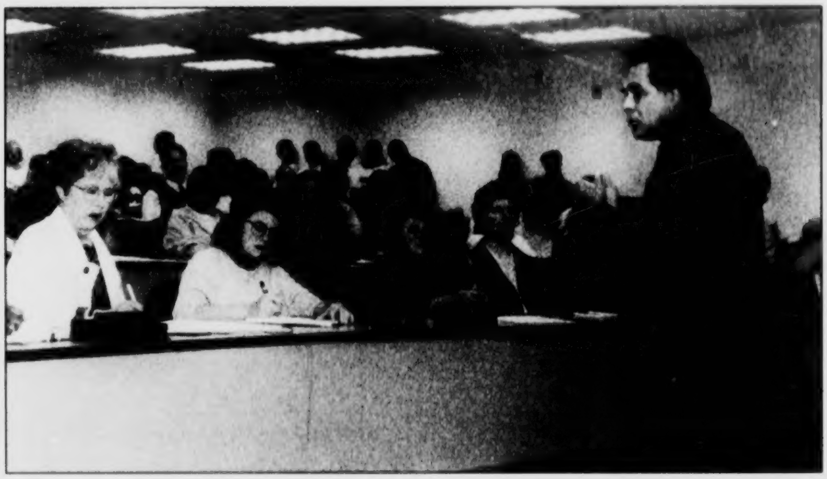
LV "What most people don't know about me is that I have been teaching all my life. In 1967, at the Experimental College at Fresno State, I was asked to design and teach a course based on Chicano history. It eventually became La Rasa studies, one of the first Chicano Studies courses in the state, if not the country. I became the co-chair of La Rasa studies in '68 and '69 and also taught Chicano history and culture at UC Berkeley.

"Teaching and education form a rather important part of my concerns in life.

"I was able to create a career in alternative theater, which became a career in mainstream theater, and then finally a career as a screenwriter, and sometime actor, in the mainstream film industry in Hollywood. None of that, however, is sufficient. For me it's not enough to be a filmmaker. I need to feed raw stuff into my

> ***"The building blocks in the entertainment industry have to do with very specific hardcore skills. Writing is a hardcore skill as well as writing structure, directing, and editing. Acting is a hardcore skill."***
>
> **Luis Valdez,**
> **activist, playwright, film and TV director, educator, and founding director, The Institute for Teledramatic Arts and Technology, California State University at Monterey Bay**





movies. I like to take lessons from my creative work and apply them to my own education and help others.

"Through my work in theater over the years, I helped usher a number of people into the entertainment industry, many of them the unrecognized faces behind the scenes, others more renowned, like Eddie Olmos, E. J. Castillo, Rosanna DeSoto, and Dian Rodrigues. Many important people in my life are former students, especially my wife, Lupe Trujillo Valdez. We now collaborate and write screenplays together.

"I am a working professional who has managed to produce plays on every level, first under very rudimentary conditions with farmworkers on the picket line, in churches, on flatbed trucks, outdoors as well as indoors. These plays made it all the way to Los Angeles and Broadway and back, and have been taken around the world to different countries in different languages.

"In my first outing into the world after I graduated San Jose State in 1964, I felt I was a Chicano playwright without a Chicano context. For a while I became a hippie in San Francisco and was happy to live in that framework. I loved rock and roll, and was already in high school when Elvis came into popularity. Of course, those years became the framework for *La Bamba*.

"One of the areas I'm fascinated with right now is digital knowledge, digital filmmaking, that of course started as video. My excursion into television began as early as high school. In 1956 at KXTD in San Jose, I wrote and performed my own material as a ventriloquist on a local radio show and eventually ended up directing television movies for PBS, in conjunction with my movie career. You don't get the kind of notoriety or credit with television as you do in the movies—if that's what you're interested in. Mostly I was interested in taking my materials and getting them on the air, as an object lesson to others."

HO **Do your students see you as a model for what they aspire to?**

LV "I'm aware of my conscience as an actor, some would say role model, in life. But I really don't like to be so blatant about what I am or who we are. I never pretend to be a role model for anybody; if people see me that way, that's good, but I also insist that every person is their own individual and has to develop their own rules. What works for me won't work for someone else."

HO **What are your suggestions for Hispanic students, for any entry-level individuals, who want to make it in the entertainment industry, whether that be behind the scenes or as actors?**

LV "The building blocks in the entertainment industry have to do with very specific hardcore skills. Writing is a hardcore skill. So is writing structure as well as directing and editing. Acting is a hardcore skill. Everybody seems to gravitate toward acting in the movies when, as a matter of fact, it takes great persistence, stubbornness, ingenuity, and humility to make it as an actor.

"Success is never a direct route anyway. It appears sometimes to always go to the beautiful people. Most people fall somewhere in between and are kind of average looking. What do you do if you're an average-looking person? Well, you have to rely on other skills, combine stuff. It's a matter of persistence. If you're really serious about going into the entertainment industry, it's a long haul. You're going to have to struggle a long time and never give up.

"What happens as you confront obstacles is that you wonder, you begin to doubt yourself. And that begins to creep into your performance. As far as minorities, especially women, who face similar trajectories regarding the gender question, I say—be careful not to victimize yourself. A lot of people who are not in the 'mainstream' defeat themselves by turning themselves into professional victims. That doesn't work.

"I am interested in triumphant expressions. I like stories where there are winners—losers as well, and tragedy maybe, but ultimately there's an uplift. I don't need people to feel sorry for me. I say don't give people mixed messages. What's the use of it? It's tough for everybody, you know; it's tough everywhere."

HO **Is a shift occurring in the media regarding the depiction of women and people of color? Are they getting stronger roles?**

LV "There are more success stories, yes. And there is more money to be made. People will pay a lot to be uplifted. Rather than to denigrate a group, or dehumanize a people, it makes more sense to humanize them, give them their human due, and watch the money roll in at the box office. I'm not talking Pollyanna, not white-coating or sugar-coating life. I'm talking about treating everybody as if we're all human, we're all normal. I guess very often it's that each video, each movie has to speak for itself."

One afternoon a 23-year-old prospective screenwriter asked, "Don't you think most movies are produced for non-intelligent audiences?" Luis stroked his chin, strutted his short, stocky body around the desk, and replied:

"The masses are incredibly intelligent… collectively. As individuals, they can be stupid. And yes, films might go for the lowest common denominator in terms of appeal, but not necessarily in terms of intelligence. I believe there is a collective pool of intelligence, of learning, that we share worldwide.

"You only have to express your own humanity to be honest…and humanity the world over will see your truth. At your age, as college students, those of you with greatest intelligence are those who draw their wisdom from the greatest number of people!"

HO **What does the future hold in telecommunications? How will this cyberspace era of computers affect the young people in higher education preparing today for the 21st century?**

LV "I like to talk in parallels. History teaches us object lessons. I don't think people have changed that much over the centuries. Everybody is born equally ignorant. We're then quickly exposed, and all kinds of forces come into play. It is very important that we know what's happened before.

"I draw tremendous parallels between what is happening today in the 1990s with what was happening with telecommunications in the 1920s. I think that in some ways we're at the crystal radio set stage, the point where the radio was beginning to speak to us, and some strange programs were coming over this strange set, and we were just beginning to hear music, amazed that it was happening. I think that very quickly, however, we're going to see this piece of technology (computers and the Internet) take off. They're going to respond to voices. We'll be carrying computers around in our pockets. We're going to be telecommunicating from the most unusual kinds of places.

"I have been able to combine the many strands of my profession and my personal life from the theater, to publishing, to film, to the recording industry, and now into the new career of cyberspace. I'm now very interested in the democratizing principle of electronic media. If people use the Internet, it can be a useful tool for education as well as instituting freedoms around the world. Access is the magic word. We have to put these tools in the hands of all people. On the other hand, you don't need money to get your message out there. I learned this from Cesar Chavez, who organized farmworkers into a union without a penny. I took his example and organized a theater without a penny. It can be done.

"The future belongs to those who can imagine it. We can only guess right now what technology will be available to us in less than a decade. We are in the midst of a digital revolution. In the future, the idea of carrying films in canisters and projecting movies will be out of date. We will have a world theater where everything and everyone is fiberoptically connected. A signal from the studio will become our 'motion picture.' Here at CSUMB we are in a position to advance ideas into the 21st century."

The Teledramatic Arts and Technology Lab at CSUMB is a step into that future. With state-of-the-art digital equipment, a new model for collaborative learning, and teacher/mentors of the caliber of Luis Valdez, there might be great hope for the future of the entertainment industry.

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College Board Survey Shows Enrollment Gains for Minorities

Summary Statistics Comprehensive and Significant

Special submission to Hispanic Outlook

As affirmative action policies face a wave of criticism and perhaps even extinction in colleges and universities across the country, a recent survey of those institutions shows solid gains in college enrollment by minority students over the past decade, inching toward parity to their numbers in the U.S. population.

The information on minority enrollment was recently released in *Summary Statistics*, a compilation of data from the College Board's Annual Survey of Colleges (ASC). The ASC is the nation's most comprehensive annual survey of all accredited two- and four-year colleges and universities in the United States, and includes questions about academic and degree offerings at institutions, enrollment trends, admission and placement policies, campus life, and financial aid.

From 1984-1995, degree-seeking minority students enrolled in the first-year class increased by 6 percentage points—from 14 percent to 20 percent—at four-year institutions; and increased by 2 percentage points—from 16 percent to 18 percent—at two-year institutions. Although minority students have yet to reach full parity with their numbers in the population (nearly 25 percent), they have gained steadily over the course of the decade.

"Now that minority students are on the verge of parity in college enrollment, we must not turn back the clock and risk reversing those gains by weakening or eliminating affirmative action programs," said Donald M. Stewart, president of the College Board. "Society must maintain a commitment to equity and academic excellence for all students."

For the past two years, the percentage of minorities seeking degrees was slightly higher at four year institutions than at two-year institutions. "Common sense suggests that affirmative action policies are making the difference for minority enrollment in four-year colleges and universitates," Stewart added.

The College Board released other information on higher education with the publication of *Summary Statistics*. Of the 12.5 million undergraduate students enrolled in associate's or bachelor's degree programs in Fall 1995, 63 percent attended full time and 37 percent attended part time.

In addition, *Summary Statistics* reveals some interesting enrollment and graduation data that have remained relatively stable over the course of a decade:

—At four-year institutions, on average, 75 percent of the first-year students returned as sophomores; in two-year institutions, 59 percent of first-year students returned for a second year.

—At four-year institutions, 54 percent of first-year students graduate within five years; at two-year institutions, 40 percent of first-year students graduate within three years.

—At all institutions, the percentage of the first-year class ending the year in good standing has remained nearly the same over the course of the decade, hovering within a point of 82 percent.

—At four-year institutions, 26 percent of graduates who complete four-year programs enter graduate programs in the next term.

Stewart pointed out that nearly one-quarter of first-year students at four-year institutions do not return as sophomores and just over half graduate in five years.

"These retention rates suggest that we must do more to assure that students persist in their goal of a college degree. Sometimes freshmen do not return because they have transferred into a new institution that is a better 'fit.' But I fear that some first-year students drop out because the financial situation is tight," he added. "Whatever the reason, education policymakers must increase efforts—such as improvements in academic standards and increased financial support for needy students—so that students can

About the College Board

Founded in 1900, the College Board is a national, nonprofit membership association of schools, colleges, and other educational organizations working together to help students succeed in the transition from school to college. The Board develops standards; provides programs and services in guidance, assessment, admissions, placement, financial aid, and teaching and learning; and conducts forums, research, and public policy activities. In all its work, the College Board promotes universal access to high standards of learning, equity of opportunity, and sufficient financial support so that every student has the opportunity to succeed in college and work.

meet the challenges they face and complete their college degree."

Two-year Institutions: Centers of Lifelong Learning

Despite what appears to be a low graduation rate at two-year institutions, some observers contend that those rates conceal a significant shift in the mission of those institutions—a shift that is particularly relevant to changes in the current American workplace.

"All across the country, two-year institutions have become centers of lifelong learning," said Carol Aslanian, director of the College Board's Office of Adult Learning Services. "Many people now attend two-year institutions to brush up on skills or to acquire new ones for a career change, or just to keep up with current jobs. And many other students in two-year institutions heading to four-year institutions transfer when they are ready for their four-year programs even if they haven't finished their degree at a two-year institution," she explained.

From 1984-1995, degree-seeking minority students enrolled in the first-year class increased by 6 percentage points—from 14 percent to 20 percent—at four-year institutions.

"Community colleges are finally receiving the respect they deserve as places where students can both begin and continue college-level learning—whatever their age or station in life," Aslanian added.

Widening Gender Gap

Summary Statistics indicates a widening gender gap in institutions across the country. Of all undergraduate full-time students enrolled in a degree program, 46 percent are men, and 54 percent are women. For part-time students, the gender gap is wider: 41 percent are men, and 59 percent are women. "These patterns can be explained to some extent by the fact that nearly 60 percent of the older students who tend to study part time are women," Aslanian said.

Enrollment of first-year student women over the course of a decade continued to grow in nearly all categories of institutions, showing a 3 percent increase—from 51 to 54 percentage points—at four-year institutions, and a 1 percent increase—from 55 to 56 percent—at two-year institutions. In all cases, the percentage of women in higher education is slightly higher than their numbers in the general population, where they represent 51 percent.

Grades Still Very Important

Colleges and universities reported some interesting trends in admission policies and enrollment.

"Despite students' anxiety about college entrance exams in the admission process, directors of admission say that high school grades are still the most important factor in the selection of a freshman class," said Renee Gernand, director of the ASC.

At all four-year institutions that do not have open admission policies, the following percentages represent the directors of admission who treated various criteria as very important: school achievement—87 percent; test scores—46 percent; recommendations—15 percent; essay—12 percent; interview—9 percent; extra-curricular activities—3 percent.

In addition, *Summary Statistics* reveals that four-year colleges are receiving, on average, 30 percent more applications than they did a decade ago. "Families appear to be doing more shopping around in the search for the best financial aid package, and because of competition for admission at the most selective institutions," said Gernand.

The percentage of accepted applicants who enrolled as first-year students at four-year institutions declined significantly over the course of the decade, down 13 percent at public institutions (from 56 percent to 43 percent), and down 12 percent (from 47 to 35 percent) at private institutions.

The Annual Survey of Colleges includes questions about academic and degree offerings at institutions, enrollment trends, admission and placement policies, campus life, and financial aid.

Regional Enrollment Figures

Shifting demographic patterns representing a movement away from the industrial Northeast and toward the South and Southwest are reflected in recent undergraduate enrollment figures

At four-year institutions, 54 percent of first-year students graduate within five years; at two-year institutions, 40 percent of first-year students graduate within three years.

and in trends in enrollment over the past decade.

For example, New England saw an increase of 6.3 percent in overall undergraduate enrollment from 1984 to 1995 (including a 36.9 percent increase in enrollment for two-year institutions, but a slight decline of 2 percent for four-year institutions). However, institutions in the South reported an increase of 31 percent in overall enrollment (including a 48 percent increase in two-year institutions). In the Southwest, enrollment increased by 13 percent overall (including a 21 percent increase at two-year institutions). Institutions in the Middle States (Delaware, Maryland, New Jersey, New York, Pennsylvania, and Washington, D.C.) reported a slight undergraduate enrollment decline overall—less than a percentage point—despite an increase of 7 percent in two-year institutions.

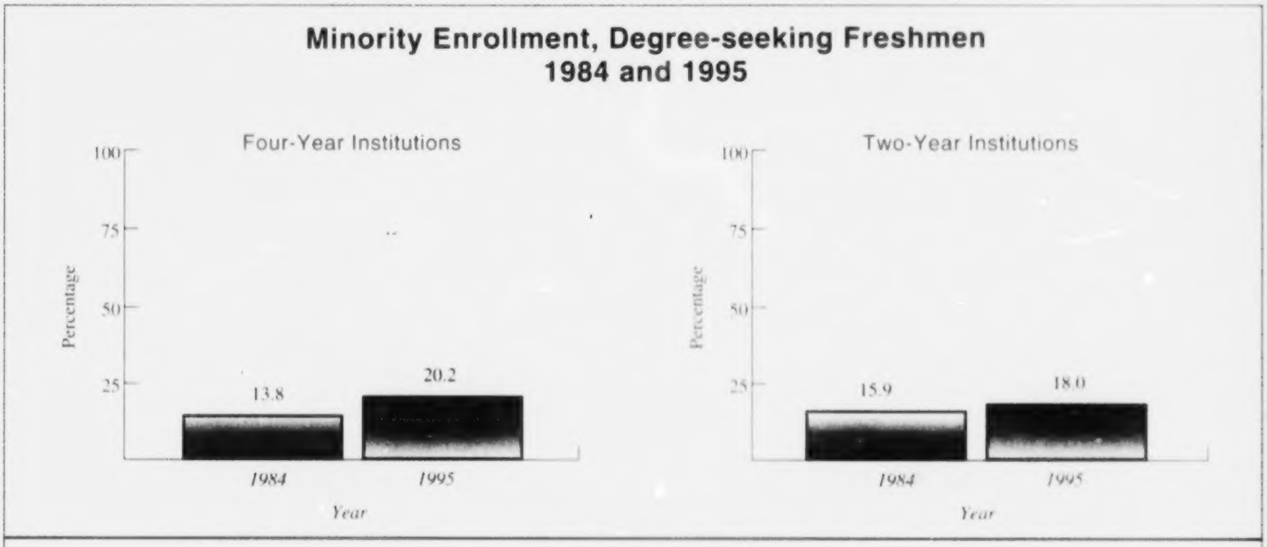
In all regions of the country, first-year-student enrollment was smaller than a decade ago, but institutions in the South registered the smallest decline—less than 2 percent. In comparison, first-year-student enrollment was down by 15 percent in New England and by nearly 23 percent in the West.

"Freshman enrollment trends appear to follow overall population growth in the various regions of the country," said Aslanian. "Also many students will 'stop out' early in their college lives, and then eventually return as older students and re-enter college at the sophomore level and beyond."

Note: The Annual Survey of Colleges provides the following categories to describe minority students: American Indian/Alaskan Native, Black, Asian/Pacific Islander, Mexican, Puerto Rican, Hispanic (not Mexican or Puerto Rican), Unknown. HO *inquired about specific data by minority group and learned that it is not retrievable by subcategory at this time.*

Copies of *Summary Statistics* are available for $25 from the College Board at 45 Columbus Avenue, New York, NY 10023.

Further information on related topics is available through the College Board's Web site: http://www.collegeboard.org



Minority Enrollment, Degree-seeking Freshmen
1984 and 1995

Source: *Annual Survey of Colleges Summary Statistics 1995-96 and 1996-97.* ©1997 by College Entrance Examination Board

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Miguel Madera: Making the MOST of His Education

Social Activist Builds on Research Opportunity

Special Submission to Hispanic Outlook

Miguel Madera says he grew up "anti-social" and "wouldn't talk to people." Today, as a sociology major at William Paterson (N.J.) College (WPC) and as a representative of MOST (Minority Opportunities through School Transformation), he is doing more than his share of talking, learning, and networking. Madera is an active participant both on campus and in his northern New Jersey community.

The change didn't happen overnight. One major turning point came when he re-entered WPC in 1994, after a six-year absence. Like many students who return to school older and wiser, Madera went back to college with renewed ambition, the desire to make the most of his education, and a goal of some day working in the field of criminal justice.

Madera had already faced a lot of life's challenges at a young age. He became a father at age 16, worked nearly 80 hours a week at Falls View restaurant in Paterson, N.J., while still attending high school, and had three children by the time he was 19. After a series of restaurant jobs, a business partnership, and two years of running his own odd-job and maintenance business, Madera says he was really burnt out.

"It was time for me to shift my whole life around, and that's when I decided to go back to school," he said.

Because of an incident involving a family member, Madera developed a strong interest in the topic of violence against women and rape and even considered a career as a police officer. Upon re-entering WPC, Madera sought the help of his academic counselor, Dr. Mary Pat Baumgartner, a sociology professor at WPC who has become his "mentor and friend," as well as an instructor of many of his sociology courses. When Madera told Baumgartner that he wanted to write a book about "violence against women: date and acquaintance rape," she introduced him to Dr. Charley Flint, another sociology professor at WPC who serves as MOST coordinator, and Flint recommended that Madera be part of the fellowship program.

WPC is one of 15 colleges in the country that participates in MOST, a nationwide program funded by the Ford Foundation and administered through the Washington-based American Sociological Association. The program enables students to spend an intensive six weeks of study during the summer at a Ph.D.-granting university to develop their research and methodology skills.

Becoming a MOST representative proved to be an ideal opportunity for Madera, who was eager to investigate attitudes and beliefs about violence against women. Last summer Madera attended the University of Nebraska in Lincoln, where he studied statistics, research, and methods of analyzing data. There, he says, he met "a lot of wonderful, interesting people," including some of the "leading authorities in sociology," and learned how to carry out a research project that meets both federal standards and those of the American Sociological Association.

Madera is now preparing a questionnaire on date and acquaintance rape that will be distributed to 500 graduate and undergraduate college students at the WPC campus. In August 1997, Madera will join other MOST students from across the nation at the annual conference of the American Sociological Association

> ***"It was time for me to shift my whole life around, and that's when I decided to go back to school."***
>
> **Miguel Madera**

ASSISTANT DIRECTOR MULTICULTURAL AFFAIRS

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Bachelor's degree required; master's preferred. Prior experience in multicultural affairs desirable. The Assistant Director of Multicultural Affairs works closely with the Director of Multicultural Affairs and the Dean of Academic Services to meet the needs of multicultural students at DePauw. **Specific responsibilities include:** assisting with student retention through counseling, leadership development, and programming; coordinating activities of student multicultural organizations and leaders; addressing minority concerns; and assisting with long-range planning.

This is a full-time, twelve month position. Candidates should submit a letter describing their interest and qualifications for the position, a current vita, and the names, addresses, and phone numbers of three references to **J. Delores Gardner, Dean of Academic Services, 302 Harrison Hall, DePauw University, Greencastle, IN 46135.** Review of applications will begin immediately and continue until the position is filled. Desired starting date July 1, 1997.

DePauw University is an affirmative action, equal opportunity employer and encourages applications from women and minority candidates.

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Call 24 hr jobline 941-590-1111 and access "Admin. & Prof." category for application instructions, etc. Position #11167. Deadline 6/13/97.

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in Canada, where he will formally present his findings.

One of the goals of the MOST program is to encourage minority students to attend graduate school. Madera, who was born in Puerto Rico and came to New Jersey at age one, has already decided that he would like to pursue his education by getting a master's degree and Ph.D. in sociology. "Eventually," he says, "I want to become an attorney and work in the prosecutor's office."

Madera has taken on leadership roles in the campus community. He is the first Hispanic American president of the Sociology Club, the treasurer of the MOST club, and a participant in other campus organizations and fundraising activities. He has been a guest speaker before the state's Intensive Supervision Parole Officers on the subject of violence against women and has represented the student viewpoint in a sensitivity workshop for WPC's campus police department.

In his hometown of Paterson, Madera has found time despite a crowded schedule to help troubled youths who come from broken homes and need a mentor. He has been an assistant football coach, a Big Brother, and a fundraiser for the Paterson Police Athletic League.

Madera credits his wife, Nancy Ann, who works as an accountant, as being "a good inspiration" in encouraging him to go back to college and with helping him raise his three children from an earlier relationship. His "ultimate goal," he says, is to make his children proud of him.

HO

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"They are paying for tuition as they go through school to keep their post-college debt level low." In order to balance work and school, most students take lighter course loads per semester, usually from nine to 12 hours. These students consequently take longer to graduate but do so without huge loans staring them in the face.

Edens has another piece of advice for saving money: "Take some basic courses at a community college, and then transfer the hours." Edens sees that as a major trend among students at UTEP's campus.

The huge cost of college might make these suggestions seem a bit trivial, but they are time-tested and can make a difference in the long run. As Caro says, "I would rather sacrifice now because I know there will be a payoff later."

HO

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Campus Crime and Campus Crime Reporting
Stronger Reporting Bill Introduced in Congress

by Ines Pinto Alicea

A bill recently introduced in Congress would strengthen the requirements for reporting college crimes and give the public more access to information about crimes committed on campuses.

The legislation, called the Accuracy in Campus Crime Reporting Act, would amend a 1990 law requiring colleges that receive federal student aid to publish annual reports on campus crime and descriptions of their safety policies and programs. The 1990 law also requires that colleges make these reports available to faculty, staff, and students.

According to the U. S. Department of Education, the law "was intended to encourage postsecondary institutions to put more emphasis on campus safety and on crime prevention services and programs."

But critics say that the 1990 law is not worded strongly enough, that many colleges underreport crimes, count them in a haphazard manner, or simply don't comply with the law. The General Accounting Office (GAO), the research arm of Congress, wrote in a March 1997 report that the U.S. Department of Education was also at fault; the GAO said that the department should have provided the schools with more technical assistance and had been lax in enforcement.

"Too many people are victimized by the system we have now," said Daniel Carter, vice president of Security on Campus, a watchdog organization in King of Prussia, Pa. Carter says that the Department of Education "has hardly been vigilant" and that the current law has "major loopholes."

David A. Longanecker, the assistant secretary for postsecondary education at the education department, acknowledged in a letter responding to the GAO report that the "statistical reporting requirements have received much attention" and that not enough importance has been placed on all that the colleges have done in developing crime-prevention and security education programs.

"Preparation of their reports has required many institutions to confront and respond for the first time to these critical issues in a comprehensive manner," Longanecker said.

In a telephone interview, Longanecker said his office is working on ways to improve the technical assistance provided to campuses so that they can better comply with the law.

"We will lead with a carrot and follow with a stick on this," Longanecker said.

A recent department of education report, *Campus Crime and Security at Postsecondary Education Institutions*, however, backs some of the critics' claims; the report found that in 1995, 13 percent of colleges failed to publish annual security reports and that 16 percent did not use the definitions of crimes prescribed by the law. Of those that did report crime statistics, the study showed that the rate of violent crimes was 65 for every 100,000 students in 1994 and that property crimes affected 257 students out of every 100,000.

But critics say those numbers are hardly complete: the statistics many schools provide include crimes committed only on the campus and not to students living off-campus and include only crimes reported to campus police, not to local police or to other college officials.

The report was based on a survey of more than 1,500 colleges ranging from public research universities to proprietary trade schools. About 93 percent of the schools surveyed responded. The survey sought statistics on crimes committed on the campuses and information on awareness programs and security measures such as escort services, limited access to residence halls and academic buildings during nights and weekends, foot and bicycle patrols, emergency phone systems, and improved lighting. Compliance was best among large institutions and four-year colleges, the study found.

The new legislation would increase the types of crimes that colleges must report and would give the public access to campus disciplinary proceedings involving crimes and to daily crime logs kept by college police. The names of students accused of crimes also would be public in most cases.

Opponents of the proposed legislation argue that opening up campus hearings to the public might deter students from reporting crimes and that colleges are designed to help students to resolve problems and issues within the college environment.

Cpl. Allison Valles of the University of Texas at El Paso (UTEP) Police Department said she has mixed feelings about opening up college disciplinary hearings to the public because she knows students are often hesitant about reporting crimes, particularly sexual assault. UTEP is a Hispanic Serving Institution; of the 15,400 students on the campus, 65 percent are Hispanic.

"Everyone has a right to know " what is occurring on a campus, "but people are already reluctant to report crimes," Valles said. "They fear being identified, or they fear retaliation."

Supporters of the legislation say that it will help students and their families know which schools deal aggressively with campus crime rather than trying to cover it up.

Mark Goodman is executive director of the Student Press Law Center, a Washington-based organization that provides legal advice to college journalists, including assistance in getting access to campus crime information. He said that if the legislation were to pass, "it would make a dramatic difference. It gives people another tool to protect themselves."

Goodman said that colleges often deal with serious crimes in secretive disciplinary hearings rather than in the criminal justice system, where information is usually public.

"At colleges and universities across the nation, students are at risk because schools are hiding major felonies, including rape and assault, behind the doors of secret campus courts," said Goodman. "It's such a

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From Military Fort to Visionary Oasis

New University at Monterey Bay

by Pat Hanson

The spine on the book in the college bookstore reads *Transformation*. It is not a new age self-help manual for '60s parents with college-age children, but the title of the college catalogue. Throughout that catalog, black and white photographs of soldiers being trained for five wars dating from 1916 through 1990 are juxtaposed with colorful shots of academic and social life on California's newest college campus.

In its second year with a student body of 1200, double that of year one, California State University at Monterey Bay (CSUMB) is not only changing the surface appearance of the 1300 acres of the former military base on which it stands, but implementing an innovative philosophy of preparing students for the future.

Some early students remember the conversion viscerally. Kathryn Jones, who lived at Fort Ord during her elementary school years and calls herself a "military brat," said she could almost feel the ghosts of departed military as she walked past boarded-up barracks en route to class, crossed campus bridges over trenches, and sat in half-renovated classroom buildings listening to bulldozers outside doing landscaping and creating parking lots on what was once an artillery range. She's thankful that the pioneer stage is over.

A campus-wide beautification effort, "The Windows Project," placed close to 70 colorful 4x6-foot canvas paintings over boarded-up windows on buildings around campus. Judy Swartz, a senior art major, reports that in its first semester, this "for college credit" art project began with pictures honoring the military, then expanded to include images honoring others who lived at one time on the Fort Ord grounds: family members, Indians, and even animals.

This university has available more on-campus housing than does any other campus in the vast CSU system. Sixty-five percent of students and 75 percent of faculty and staff live within the borders of the former Fort Ord. In addition to an unending supply of converted barracks, updated military family housing offers residence communities of two- and three-bedroom apartments and condominiums at rates far less expensive than those in the surrounding communities, which include some of the highest-priced real estate in California.

Retired from 34 years in the U.S. Army, Vice President for Administration Hank Hendrickson is now in charge of operations and reconstruction of campus buildings. He was Fort Ord's garrison director from '85 until '89, when the base was closed.

"All we've done is change the method and the content," he said; "this is still a center for education.

"The minute I knew Fort Ord was being shut down and heard it was to become a university, I couldn't think of a better thing to be doing with

CSUMB's curriculum has three graduation requirements that make it unique in preparing students for the future: demonstrated facility in a foreign language, at least one unpaid semester of work in the community, and demonstrated competencies in eight specific computer skills.

taxpayers' money. For years we taught soldiers how to defend themselves, to survive...and now we'll train some young people to thrive in the 21st century and become the leaders of the future in an economic, cultural, and business sense."

The student population of CSUMB is the second most diverse in the Cal State system, after CSU-Los Angeles. Only 47 percent of the Spring 1997 student population is white, a mirror of the diverse state it serves. Five percent of students self-report as Hispanic; 19 percent, as Mexican American. During the first two waves of faculty hiring, 65 percent of faculty were people of color. This is down to slightly over 55 percent in the third year, with the addition of several new disciplines.

Several stellar Hispanic faculty members include Amalia Mesa-Baines, a MacArthur Foundation fellow and artist, with a specialty of defining a Chicano and Latino aesthetic in the United States and Latin America; Luis Valdez, Obie Award-winning founder of La Teatro Campesino, the theater of the United Farmworkers, and writer/director of the films *Zoot Suit, La Bamba, Bandido*, and *The Cisco Kid*.

CSUMB is in a unique position to serve not only the entire state but the 40 percent Hispanic population of the three counties surrounding the campus (San Benito, Monterey, and Santa Cruz). It attracts first-generation college students. The children of farmworkers and service workers in the local tourism industry come to this new campus because it's close to home, and they become role models for their families.

A Student's Perspective

Cynthia Fernandez was one of more than 30 students who e-mailed a response to the author's request for comments on the highlights and drawbacks of being a Hispanic/Chicano student at CSUMB.

"First of all, my parents are very proud of me. I am the first and only 'mujer' from my family to come to a CSU. Everyone looks up to me, from little brothers and cousins to my old relatives. I am the oldest of three and the only girl. My parents at first were a little uneasy about me moving out of my home at 17 and fresh out of high school. They understood that sooner or later it was going to happen, and if it was not to go to school, later on I had to get married. They'd rather see me get a career than start a family.

"This is my second year here at CSUMB. I have been here since this campus opened its doors to students. I love it here. I like the atmosphere, location, and my independence. I want to become a bilingual elementary teacher in the town where I am from, Watsonville. Watsonville needs a lot of teachers that grew up there to become positive role models for the children. They frankly don't see very much raza [diversity] having important influence in their lives."

> **"Unless we arm students with technological skills and advocate that access to technology be available to all communities—not just the privileged—we will create a techno-peasant generation."**
>
> **Cecilia Burciaga,**
> **executive assistant,**
> **Office of the President**

Fernandez continues, "I want kids to feel there is a lot more than joining a gang and getting in trouble. They can accomplish anything they dream about and succeed in life. Educating them in becoming educated themselves is one of my ultimate goals in becoming a teacher. CSUMB offers the training and preparation I need in becoming a teacher. They have an excellent liberal studies program. This campus is unique because of the number of Chicano students and faculty."

Other students overwhelmingly cited small class size, the low student-teacher ratio, and personal attention from faculty as key highlights of their experience at CSUMB. Many liked the requirement to create a capstone project or marketable product as a graduation obligation. Drawbacks included the need for more financial aid, better supports such as EOP, the lack of a promised child care center, and the isolation of the campus itself from social activities in the surrounding community for those students dependent on public transportation (which is free to students).

Language, Technology, Service

CSUMB's curriculum has three graduate requirements that make it unique in preparing students for the future: demonstrated facility in a foreign language, at least one unpaid semester of work in the community, and demonstrated competencies in eight specific computer skills. All classes combine some aspect of collaborative learning in their coursework so that students practice the teamwork that will be required in the complex workplace of the future.

The language requirement comes from a commitment to multiculturalism and a broad global perspective, a requirement embraced so that students can see beyond the narrower interests of their own country and cultural values. Monterey is known as a language capital of the world. More foreign language instruction is taught there than in any other region on earth. All students, to graduate, are required to take three semesters of a foreign language (sign language is included as an option), or "assess" out of this requirement by passing a strict oral and written exam. The university's language requirement is unique in the country, not just in California.

"I am the first and only 'mujer' from my family to come to a CSU. Everyone looks up to me, from little brothers and cousins to my old relatives."

Cynthia Fernandez,
sophomore,
CSU-Monterey Bay

"An educated person for the 21st century has to be one who adapts and communicates globally," stated Cecilia Burciaga, executive assistant in the Office of the President. "We are preparing a globally skilled workforce, and the 21st century demands strong language backgrounds to develop those competencies."

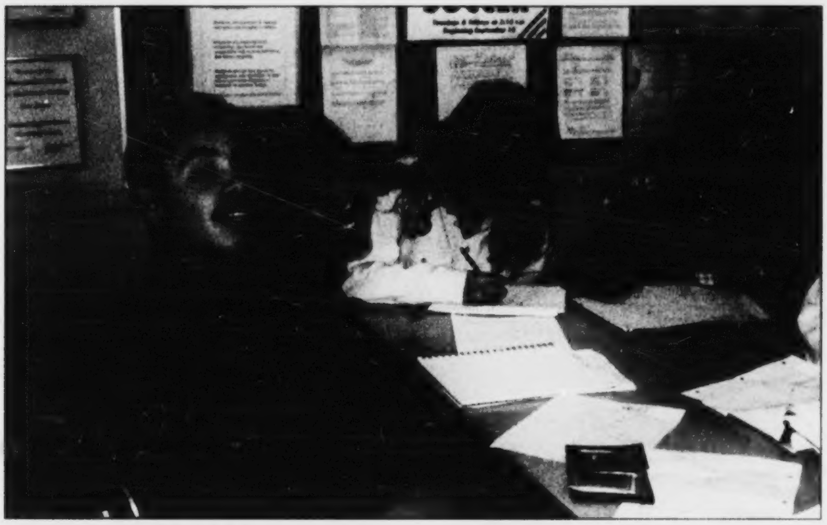
Burciaga also articulated the thinking behind the tech tools requirement: "We had a commitment to technology woven into the DNA of this campus from its embryonic stages," she reports. "Unless we arm students with technological skills and advocate that access to technology be available to all communities—not just the privileged—we will create a techno-peasant generation."

CSUMB's vision demands that the university invest in preparation for the future through integrated and experimental use of technologies as resources, catalysts for learning, and providers of increased access and enriched-quality learning. All students are required to have computers and are provided with e-mail. Many professors communicate with students, post announcements, and collect assignments over the campus server. Computers and monitors are in every room on campus, including the dining commons, to enable the campus population access to each other and to the Internet.

Executive Vice President Steven Arvisu, one of the founding planners, reports on steps CSUMB took to prepare itself to meet the needs of "tidal wave 2000: the baby boomlets" now in the country's elementary and middle schools who will soon become the most demographically diverse college-eligible population in history. CSUMB's mission statement was derived through input from leaders in 300 organizations as to what they needed from a public university. Consequently that mission emphasizes investment in technology and increased access to technology, especially in poor rural areas.

"We teach students not only to use technology for themselves but to master it and become tutors and advocates of access to technology for communities that don't have it," says Arvisu. "We have students on our campus who were picking strawberries two years ago, and they've mastered the Internet and are now tutors in local elementary schools teaching their brothers and sisters."

Another graduation requirement is a minimum of one semester spent in "service learning," full-time work in the community. Central to the mission



statement is that the identity of the university will be framed by substantive commitment to a multilingual, multicultural intellectual community distinguished by partnerships with existing institutions, both public and private. CSUMB forges cooperative agreements with local organizations that enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

Denise Turley, a 40-year-old returning student, found her service-learning experiences to be the highlight of her work at CSUMB. As part of her 400-hour practicum, she tutored non-English-speaking students at Seaside High School, delivered meals on wheels to homebound senior citizens, and is now doing social work case management at a local hospital.

College President Peter Smith is often quoted as saying that at this stage, CSUMB is still a work in progress.

"We've been trying to build a bicycle while we're riding it, and writing the manual on how to construct it at the same time."

As we near the end of this millennium, with the speed of change and transfer of information quadrupling in a decade, the only predictable element is the certainty of more change. For those who seek stability and structure, a college such as CSUMB might not be the place. It promises instead the challenges of creating order out of a certain amount of chaos, of mastering the tools of change in an inclusive multicultural environment, and of learning the skills that will be demanded of us as citizens and co-creators of the future.

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continued from page 4

competitive environment that schools look at any means that they can to be appealing to students and to their parents. They want to maintain the school's image."

"The schools are afraid of losing enrollment and endowments," said Carter, adding that he expects lawmakers in Congress will take up the legislation as they revamp the Higher Education Act later this year.

The education department's report showed that public four-year institutions, those with campus housing, and larger institutions were more likely to report occurrences of both violent (murder, forcible sex offense, robbery, or aggravated assault) and property crimes than were smaller institutions and those without campus housing. In 1994, 78 percent of public four-year institutions reported violent crimes and 84 percent reported property crimes. Public four-year institutions represented 20 percent of the respondents in the survey.

The report also indicated that a large percentage of public two-year colleges said they experienced violent and property crimes. Twenty-nine percent of them reported violent crimes in 1994 while 64 percent reported property crimes, including burglary and motor-vehicle theft. These schools represented 23 percent of the respondents. Latino students are concentrated in these types of institutions; according to the American Council on Education, 56 percent of Latino students were enrolled at two-year colleges in 1994.

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Building a Stairway to Parity

West and South Prepare Diverse Faculty

By Ken Pepion

> *Spanish is my first language, and I know and have lived the Mexican American traditions, history, and struggles. Because of my background, I was made to feel that college was not an option for me. My goal now is to become a college professor. I believe that as a professor, I can provide support to students who, like me, have been socialized to believe that college is not the place for them. I want to show how academia can be a place to expose injustice and create social and political change. I have been lucky that I have had people who have pushed me, supported me, and have had high expectations for me. Because of WICHE and my mentors at Washington State University and Chico State, I have been given a new chance, and one day I will reach my dream of becoming a professor.*
>
> —Maria Chavez, Doctoral Scholar
> Washington State University

Maria Chavez is one of 159 minority scholars participating in the Compact for Faculty Diversity's Doctoral Scholars Program. The scholars attend 60 universities in 39 states in the north, south and west. Three regional higher education boards—the Southern Regional Education Board (SREB), the Western Interstate Commission for Higher Education (WICHE), and the New England Board of Higher Education (NEBHE)—share a common mission: diversifying the faculty in colleges and universities through a comprehensive package of academic and monetary support to help graduate students of color aspire to careers as teaching faculty.

The Compact's plan offers far more than the "check and a handshake" approach taken by traditional fellowship programs. Each scholar is guaranteed five years of financial support and a commitment by the host academic department to provide an orientation to the department's guidelines and expectations for doctoral students, along with quality mentoring, professional development opportunities, and activities designed to hone classroom teaching skills.

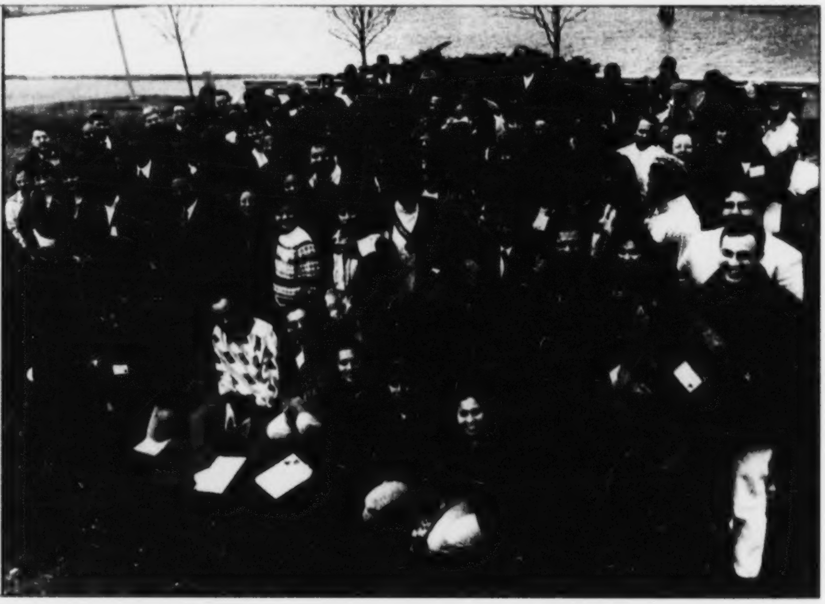
U.S. statistics indicate that Hispanics, while comprising 10 percent of the population, make up only 3.8 percent of students enrolled in graduate schools, receive 2.7 percent of the doctoral degrees awarded, and hold 2.1 percent of the full-time faculty positions in higher education. Clearly these gaps must be closed if states are to effectively address the nation's changing demographics.

Helping Students Become Professors

A unique component of the Compact for Faculty Diversity is its

"For many institutions in the West, there is a close link between quality education and faculty diversity."

Dr. Ken Pepion,
Western Interstate Commission for Higher Education



> ***"I believe that mentors and advisors are an integral part of a graduate student's educational experience. Mentors care about their students and provide them with the tools to succeed."***
>
> **Elizabeth Escamilla,**
> **WICHE Doctoral Scholar,**
> **University of Idaho**

annual Institute on Teaching and Mentoring, attended by scholars and their faculty mentors from all three regions. Students participate in workshops ranging from "Surviving Graduate School" to "Negotiating Your First Faculty Position." Faculty mentors attend workshops that promote excellence in mentoring and help them develop supportive environments that are more conducive to the success of minority students. The Institute provides both scholars and mentors with the opportunity to develop a national network of support as well as an appreciation of good mentoring practices.

Elizabeth Escamilla, a WICHE Doctoral Scholar at the University of Idaho, says, "I believe that mentors and advisors are an integral part of a graduate student's educational experience. I have been so fortunate to have had the guidance of such wonderful faculty members. Mentors and advisors—good ones—help their students through the educational process, at both personal and professional levels. Mentors care about their students and provide them with the tools to succeed."

As regional organizations closely tied to their states and institutions, SREB and WICHE have successfully forged collaborative partnerships of states, state higher educational agencies, university administrators, and academic departments to provide a systemic approach to the problem of minority faculty underrepresentation. One such partnership involves minority scholars in New Mexico who are provided with support by the New Mexico Commission on Higher Education.

New Mexico's Unique Approach

In the New Mexico program, doctoral scholars attend out-of-state universities with a requirement to return to a state institution for employment once they have completed their Ph.D. Among the 15 states in the WICHE region, New Mexico is unique in providing state-based support to increase the number of ethnic minority faculty in state institutions. New Mexico scholars, who are among the 15 Hispanic doctoral scholars in the WICHE region, attend the annual institute and take part in networking activities with other scholars from all three regions of the Compact for Faculty Diversity.

One New Mexico scholar explains, "The Compact has helped me enormously, mostly by giving me the feeling that at least someone cares about what I am doing in graduate school and about my success. The institute is always a revitalizing point in the year, a time when I feel part of a community and a purpose and when I am reminded why I came to graduate school in the first place."

South Winning Battle

After aggressively promoting the program in its 15-state southern region, the Southern Regional Education Board (SREB) is the closest of the three Compact members to achieving a level of long-term, self-sustaining support. SREB states become partners with their institutions to provide a system of support for scholars.

Dr. Ansley Abraham, Director of the SREB Doctoral Scholars Program, attributes the success of this cooperative effort to "the willingness of some states to address the critical need for faculty of color on their campuses. States are motivated, in part, by a desire to remain competitive in the global marketplace, and to do this, they must be inclusive of all people making up the region."

Since 1980, the Hispanic population in the southeastern states has grown by 78 percent. State governments need ways to assist this dynamic segment of society to reach educational parity, and the Doctoral Scholars Program addresses this issue. Currently, nine Hispanic doctoral scholars at eight universities in five states participate in the SREB program in fields ranging from education to mathematics, chemistry, engineering, history, English, and psychology.

Surviving the Chill

Although the political climate for diversity programs has chilled in several states, program directors in the SREB and WICHE regions remain enthusiastic about the growth of their programs. Dr. Ken Pepion, director of the WICHE Doctoral Scholars Program, states, "Hispanics are the largest and fastest-growing group in the western region. Many of our institutions recognize the need to prepare students to face the realities of the demographic changes we are undergoing. They feel that students need to be exposed to faculty of color,

> ***"States are motivated, in part, by a desire to remain competitive in the global marketplace, and to do this they must be inclusive of all people making up the region."***
>
> **Dr. Ansley Abraham,**
> **Southern Regional**
> **Education Board**

New Mexico Doctoral Students

and without the diversity of ideas and scholarship they bring, universities are not offering a quality experience. Consequently, for many institutions in the West, there is a close link between quality education and faculty diversity."

With attrition rates at the doctoral level approaching 50 percent, the Compact boasts a remarkable level of success with its scholars. Since its inception, only four scholars have dropped out before completing their academic programs. Abraham and Pepion believe that careful recruitment of outstanding scholars of color, committed faculty mentors, and the partnerships they have developed with states, institutions, and academic departments have made the difference for their scholars.

Because the faculty of our nation's campuses remain 87 percent white, a situation that has not changed for nearly 15 years, the innovative approaches of SREB, WICHE, and NEBHE might make it possible for the next generation of faculty to better reflect the diversity of our society.

This feature expands on a February 17, 1997, *HO* article entitled "Faculty Relationships: Warming up the Welcome Mat: New England's Diversity Programs Making Headway."

Since 1980, the Hispanic population in the southeastern states has grown by 78 percent.

For more information about the Doctoral Scholars Program, contact the Compact affiliate in your region:

Western Interstate Commission for Higher Education (WICHE)

Member states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming

Phone: (303) 541-0312

Southern Regional Education Board (SREB)

Member states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia

Phone: (404) 875-9211

New England Board of Higher Education

Member states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

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Five Hispanic Ph.D.s in SFSU Biology Department

The Highly Accomplished Concentration

by Roger Deitz

Robert Ramirez was born in California but grew up on a farm in Mexico where he was taken out of school at the age of 14 by his father to do farm labor. He returned to the United States at the age of 18 to work his way through the educational system. Now 41, he is Dr. Ramirez, a molecular biologist studying genetics, one of five Hispanic scientists in the biology department of San Francisco State University (SFSU).

Hispanics have made gains in representation as college and university teachers in recent years, but science departments in general have been slow to reflect such changes. Some apologists argue that there are not enough ready candidates from which to choose. Others suggest that too few Hispanic students are attracted to the physical and biological sciences, so they are not in the pipeline leading to advanced degrees.

San Francisco State University ignored such rhetoric and configured its biology department to include no fewer than the five Hispanic professors now at hand, two of whom are women.

In doing so, the university showed its Hispanic students that role models exist, not just here and there, but as a range of visible, distinguished scientists at their own school. And they exist in the discipline of biology, where there has traditionally been a dearth of minority professors and researchers.

The five Hispanic members of the biology department at San Francisco State represent the highest and most accomplished concentration of Hispanic scientists in the entire 23-campus California State University System. Can it be a coincidence that the number of Hispanic and Mexican American students pursuing science degrees at SFSU has more than doubled since 1992?

The departmental roster of Hispanic Ph.Ds and their areas of specialization includes: Neo Martinez, associate professor, ecology; assistant professor Leticia Marquez-Magana, genetics; the aforementioned assistant professor Robert Ramirez, microbial physiology; assistant professor Joe Reyes, human physiology; and Carmen Domingo, who will begin teaching in the fall. Ramirez and Marquez-Magana are up for promotion.

Three of the five professors are past recipients of the prized National Science Foundation Postdoctoral Fellowship, of which only 10 are awarded nationally each year. Marquez-Magana was recently awarded a $500,000 NSF Career Achievement Award. Like all successful scientists, the five have published extensively and are respected in their fields. Their department chairperson, Dr. John Hafernick, is enthusiastic.

SFSU's Hispanic biology professors are: top row, left to right, Joe Reyes, Carmen Domingo, Neo Martinez; bottom row, Robert Ramirez, Leticia Marquez-Magana.

...they represent the highest and most accomplished concentration of Hispanic scientists in the entire 23-campus California State University System.

"Many minorities don't believe they can get over the wall, and they're afraid to find out— that's the hardest thing to get over, the uncertainty."

Dr. Joe Reyes,
assistant professor,
SFSU

Dr. Joe Reyes moderates an honors colloquium of MARC students.

"It's important that our faculty reflect the diversity of our student body," he emphasizes. "Not only are these scientists exceptional mentors, reflecting to these students what is possible for their futures, but they are also the cream of the crop in their fields, bringing with them cutting-edge research."

SFSU spokesperson Merrik Bush says that the biologists are using new teaching styles that "reflect their own educational experiences" and that they focus on "demystifying the culture of science as a difficult, elitist, often isolating discipline." Bush says too that they emphasize inter-faculty teamwork, student collaboration, early hands-on research, and better access to faculty and educational sources.

Marquez-Magana, whose $500,000 award is supporting research and new teaching programs at SFSU, agrees with Bush.

"Traditionally educators have unnecessarily mystified science. As a mentor, I want to enable students to reach their full potential by empowering them to participate in their own learning within a collaborative environment."

"Institutionally," Marquez-Magana continues, "minority cultures have not been represented in science. They've been funneled into labor, assembly, field work, and the support-service industry. To change this, the idea that science is a viable career for underrepresented minorities has to become part of the cultural fabric. Unfortunately, we still have a long way to go."

Marquez-Magana was hired by SFSU in 1994. She says she was challenged by many of the same cultural and institutional barriers facing today's first-generation minority students and women, such as language, racial stereotypes, socio-economic disadvantages, and sex discrimination. By having Marquez-Magana and her colleagues serve as role models and mentors to underrepresented students, SFSU hopes to be more effective in helping those students through the often daunting educational system.

Professors Ramirez and Martinez were hired in 1992 and 1996 respectively. In addition to NSF post-doctoral fellowships, Ramirez, Martinez, and Marquez-Magana are also distinguished Ford Fellowship recipients with sterling research reputations.

Ramirez reflects, "One reason teaching diversity is important is because there's a different perspective brought into decision-making at an academic level. The tone we take toward students and the policies we put in place that affect them are determined by faculty."

Ramirez recalls that he worked hard and was determined to succeed, but that success in his academic career came as the direct result of guidance and encouragement received from mentors and role models. "When you're a minority in the sciences," he stresses, "you don't see many others around, and you feel very isolated. It was reinforcing to see others like myself who were successful. It's an affirmation."

Dr. Neo Martinez holds the concurrent position of associate research scientist at the Romberg Tiburon Center for Environmental Studies, SFSU's off-site research and policy center for estuarine, marine, and environmental science on the San Francisco Bay. As a youngster, he also worked on a farm that raised cows and horses. His father was a physics professor.

"The most important part to getting through school," he says, "is having a good community around you and people to reinforce having a life instead of being a drone." Martinez finds it astonishing that many academic departments still don't have any minority professors, and he adds, "Those who can most effectively teach underrepresented students are people who look like they do. If there aren't any, a huge statement is being screamed at students: 'If you are not of this cultural descent, you're not going to make it—if you don't look like me, you won't make it.'"

Dr. Joe Reyes recently joined the biology department to teach and study learning and memory, and sensory processing in the brain. He sees the "old boy network" beginning to break down.

"Many minorities don't believe they can get over the wall, and they're afraid to find out—that's the hardest thing to get over, the uncertainty."

The newest hire is Dr. Carmen Domingo. As a graduate student at UC-Berkeley, Domingo was mentored by colleague Marquez-Magana in a networking group, "Scientists of Color," begun by Marquez-Magana when she herself was a student at UCB. Domingo stands as an example that such networking efforts pay off.

The number of Hispanic and Mexican-American students pursuing science degrees at SFSU has more than doubled since 1992.

In addition to teaching and doing research work, the Hispanic biologists serve as mentors and/or administrators in SFSU's ambitious 18-program "Unified Plan" to enhance and support science education for underrepresented minorities and disadvantaged students from kindergarten to the Ph.D. level. The program acts to help attract and support the increasing number of Hispanic and Mexican American students entering the sciences. The scientists are visible role models and mentors for SFSU's Minority Access to Research Careers (MARC), which is an honor's science program for traditionally underrepresentated students.

Dr. Magana discusses a new research project with undergraduate minority honors students working in her lab.

Dr. James C. Kelley, dean of the College of Science and Engineering, sums up SFSU's position: "The new faculty in biology demonstrate the importance of building a critical mass of, in this case, Latino and Latina faculty who can identify and attract others to the faculty. Their presence is immensely significant to Latino students both as role models and as mentors. As the Latino population in California schools increases, it is critical to attract these students into careers in science and engineering, and with the help of these new members of the faculty, we will."

Dr. Magana works with undergraduate minority honors students in her lab.

Planning for the Next Millennium

Futurist Predicts Massive Change in Academia

Augustine P. Gallego, chancellor of the San Diego Community College District, the sixth largest in the country, wants to be prepared for the 21st Century. After conversations with the five-member district board of trustees, Gallego took an important step toward that preparedness by initiating a series of annual districtwide planning sessions.

The second such session, held this past winter at a hotel in the city's tourist district, drew several hundred faculty and administrators from the district's colleges and offices for a full day of interaction, reflection, and brainstorming.

Gallego opened the meeting by declaring its purposes: "We have come together to develop a vision for the future" and "to get to know one another."

The keynoter for the event, futurist Edward D. Barlow, described for 90 thought-provoking minutes his vision of what a community college must be in the next century, how education will be conducted, and what it will take to stay competitive, all of vital interest to a system that is already serving 100,000 students.

Seven thousand people are employed by the San Diego District, which spans three campuses (Mesa, City, and Miramar), six continuing education centers, and nearly 500 small sites throughout San Diego, among them nursing homes, apartment complexes, churches, and storefronts. A system this large encompasses a broad range of viewpoints and experiences.

After Barlow's opening presentation—one designed to persuade the audience to think beyond its experience—the University of Notre Dame graduate moderated a panel discussion that elaborated on his remarks.

Panelist and veteran Trustee Evonne Schulze stated, "Mr. Barlow's most enlightening and frightening comments showed that the United States ranks much too low globally in meeting the future needs of our students and our businesses. In California, unfortunately, we are going backwards because of things like Proposition 187 (considered discriminatory against Mexican Americans), Proposition 209 (bans affirmative action), and the governor's negative political posturing."

Perhaps the biggest stir that Barlow caused centered on his criticism of the length of time it takes to change a curriculum.

"What will you do when an employer calls on Friday morning in search of a program to begin retraining his employees the following Monday?" he asked.

This led to his prediction that colleges will soon employ "portfolio professors, which is a group of instructors brought together to fill a specific need, then disbanded."

The futurist made many more predictions guaranteed to pique the interest and perhaps raise the anxiety of faculty and administrators. His intriguing remarks included:

- 90 percent of what you need to know to make your business successful is outside your industry.
- Educators can't assume that what worked yesterday will work tomorrow.
- Education is headed for major paradigm shifts—probably 10 times the size and scope of change that it has already experienced in the past several years.
- The future success of education depends on its ability to partner with others.
- By 2012, 70 cents of every tax dollar will go just to pay the interest on the national debt.
- By 2012, half of America will be self-employed.

> ***"Education is headed for major paradigm shifts—probably 10 times the size and scope of change that you have already experienced in the past several years."***
>
> **Edward D. Barlow**

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Augustine P. Gallego, chancellor of the San Diego Community College District

- EQM (emotional quality management) has become more important than TQM (total quality management).
- Those who will do well are those who will continuously look ahead and keep themselves in a "zone of discomfort." (Never be satisfied.)

With the morning presentation and panel as catalyst, the afternoon breakout sessions were used for brainstorming. Specific recommendations resulted, among them:

- Promote the marketability and value of associate's degrees.
- Establish one curriculum committee for the entire district. Currently each campus has its own.
- Streamline the curriculum-making process.
- Adopt a one-course-a-month program, similar to private universities, for students who have trouble performing well within the 12-units-per-semester curriculum.
- Establish a faculty support center.
- Develop more consumer-friendly systems, such as streamlined student registration.
- Increase partnerships with the business community.
- Develop a more effective communications flow districtwide.
- Increase Internet access for students and faculty.
- Invest more in technological hardware for faculty.
- Increase global awareness among students and employees and develop more international programs.

Everyone who spoke embraced the EQM (emotional quality management) philosophy, which gives top priority to minimizing stress in the workplace.

Maria Nieto Senour, Board President of the San Diego Community College District

Among the questions left unanswered is how one might minimize stress without slipping into a dangerous zone of comfort.

At the close of the event, Chancellor Gallego said he was pleased by what had transpired and encouraged by the display of enthusiasm and commitment. Board President Maria Nieto Senour echoed Gallego's comments, adding that the board of trustees "has a responsibility to see that there is a tangible outcome from this meeting."

"Mr. Barlow's most enlightening and frightening comments showed that the United States ranks much too low globally in meeting the future needs of our students and our businesses."

Evonne Schulze,
Trustee,
San Diego Community
College District

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Moreno Battles Stereotypes... and Wins

King's College assistant professor Rachel Moreno, Ph.D., is a long way, both physically and emotionally, from her home in Arizona. Snow and the brutally cold winter of Wilkes Barre, Pa., located in the northeastern part of the state, are a new experience for her. Being the only full-time faculty member of color on this Catholic college campus of 2,000 students, Moreno is breaking new ground personally and professionally.

But breaking new ground is something she has done all of her life. This remarkably strong-willed woman doesn't let anyone or anything stand in the way of her pursuing her dreams. From the time she was a young girl growing up in Arizona, Rachel Moreno has respected her elders and her peers but has also managed to achieve goals that many said were not possible.

"The stereotype of the Latina woman is that she gets married and has babies right after she graduates from high school, but that stereotype is slowly changing," said Moreno. "When I graduated from high school in 1965, it was shocking that I was going to college. I could count on two hands the number of Latinas who were going on to college, and I graduated from an inner-city school."

But Moreno went much farther than obtaining a bachelor's degree in home economics education from the University of Arizona. She holds teaching certificates in secondary education and vocational education; she earned an honorary doctor of humane letters from Arizona State University, a master's degree in the foundations of education from the University of Arizona, and a doctorate in educational leadership from Northern Arizona University. Moreno was also nationally recognized as Arizona Teacher of the Year. Teaching is not just her job; it is her life.

Moreno has recently brought her teaching talents to King's College, as an assistant professor of education and the director of the college's Secondary Student Teaching program. King's College was founded in 1946 by the Congregation of Holy Cross as an all-male school. In the 1970s, King's began admitting women and now has an even ration of male and female students. Of the 2,000 full- and part-time students enrolled, approximately 100 are students who are not the traditionally typical European Americans.

While Moreno's educational background might not be unique among college professors across the country, it is a rarity among women of her ancestry.

Rachel Moreno was raised by Mexican grandparents in Arizona. Like most people born to that culture, respect of family and elders was instilled in her from birth. Girls were taught at a very

The only full-time faculty member of color... Moreno is breaking new ground personally and professionally.

SEARCH REOPENED
Art Historian/Printmaker

The School of Communication and Fine Arts at New Mexico Highlands University is seeking applications for the position of Assistant/Associate Professor (tenure-track) to begin Fall 1997 semester. **Responsibilities:** Duties include teaching the full range of art history courses, teaching the art appreciation course in the core curriculum, maintaining the slide library, teaching studio classes in printmaking. **Qualifications:** Terminal degree, Doctorate or M.F.A. required. Record of successful university teaching preferred. The successful candidate must have the academic training and experience to teach a full range of art history classes, the art appreciation course in the core curriculum, the classes in the studio area of printmaking, and to maintain the slide library. **Salary Range:** $30,000 to $36,000. **Application Deadline:** Applications must be postmarked by June 30, 1997. **Applications:** The initial application file will consist of a letter of intent, current resume, names, addresses and telephone numbers of three (3) references, copy of transcripts and twenty (20) slides of recent work with self-addressed stamped envelope. Application should be sent to: Mr. David Lobdell, Chairperson of Search and Screen Committee, Department of Communication and Find Arts, New Mexico Highlands University, Las Vegas, New Mexico 87701. For disabled access or services, call (505) 454-3238; or TDD (505) 454-3003.

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• Upcoming Issues

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June 27th • Ad deadline June 10th

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July 11th • Ad deadline June 24th

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MINORITY STUDENTS
August 8th • Ad deadline July 22nd

BACK TO SCHOOL...
STATUS OF MINORITY ADMISSIONS
IN COLLEGES
September 5th • Ad deadline
August 19th

Moreno wanted to discover why Latina women were not completing their studies at Northern Arizona University.

young age never to go against the family's wishes.

"I wanted to attend Northern Arizona University in 1965 after I graduated from high school. I didn't go because of my grandfather. He told me a 'good little Mexican girl doesn't leave home unless you are getting married,' so I stayed home," she remembers.

But going against her grandparent's wishes was exactly what Moreno had to do later in life to pursue her dreams.

"When I was an adult, I had the opportunity to go to Northern Arizona University, and when I got there, I was very disillusioned. There was no one in the college community that I could find that I could speak Spanish with. I suffered a lot of discrimination there. The institution, at that time, wasn't prepared culturally for students like me," she said.

This lifelong pursuit of higher education was the subject of Moreno's dissertation for her doctorate, and since turned into a presentation that she made recently at King's. "A Descriptive Analysis of Why Hispanic Freshman Women Leave Northern Arizona University" dealt with an interesting phenomenon that Moreno encountered as a student at Northern Arizona: there were very few female upperclass students. She wanted to discover why this cadre of Latina women was not completing its studies at Northern Arizona University.

"I wanted to share with anyone who wanted to listen how committed I am to the retention of students of color. The fallacy is that they don't persist because they get pregnant. I wanted to find out that information, as well as why I persisted when others didn't," she said.

Her research blossomed into a colorful presentation with costume native to her heritage, worn to show who she is and from where she has come. The students who came to listen to her talk were pressured to attend, perhaps, because of the opportunity to receive classroom credits; they stayed because she was interesting, and fun.

"I really enjoyed it. She was much different than I thought. I had the opportunity to find out what it's like to be a woman struggling to change society," said one student.

Over Spring Break, Moreno invited several students to join her on a return trip to Arizona, with an educational stop in Mexico. While there, the students will sleep in homes of Moreno's friends and relatives, and learn more about the Mexican culture.

Robert Davila   Educational Testing Service   Council of Graduate Schools   ACE Report   Census 2000

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THE HISPANIC Outlook IN HIGHER EDUCATION

ROBERT DAVILA: DIPLOMAT FOR THE DEAF

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The son of penniless Mexican immigrants, deafened by spinal meningitis at age 8, Robert Davila has earned top positions in the White House and at academic institutions throughout America.

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cover photo
Robert Davila, NTID

Confessions from the Capital

by Ines Pinto Alicea

Ed. Note: Late last year, HO's talented Washington correspondent, Ines Alicea, moved to Texas. While she will no longer be writing our Washington column, Ines will be writing feature articles in upcoming issues of Hispanic Outlook.

After nearly three years of writing *Outlook* on Washington, I am saddened to announce that this column will be my last. I want to use it to say goodbye and thank you to the readers who faithfully followed it and shared their input and to those who gave their time and expertise so that I could produce it on a regular basis.

Many fellow writers tell me they are amazed that I was able to crank out a column every two weeks about how events and issues in Washington affect Hispanics. I found, however, that every two weeks wasn't enough; I probably could have written a column every day. The mainstream media virtually neglect the issues of Latinos in higher education.

Today more publications are interested in how education issues affect Latinos than when I started this column in 1994. That heartens me. I hope the trend will continue. Interest by mainstream media might help us combat the high rate of high school dropouts among Latinos. The media's interest can generate and maintain the attention needed from politicians, from community leaders, and from other educators, and perhaps reverse some of our dismal education statistics.

Ines Pinto-Alicea

On reflection, the past three years were busy, challenging, frustrating, and fun. I had been a working journalist for nearly a decade when I took on this column, but I learned a great deal from the experience.

It was a challenge finding a voice, tone, and style. In the end, I opted for subtlety; my opinions, however strongly held, would not, I decided, come across as blaring. Not being an educator myself, I didn't feel comfortable being judgmental about the education community. Since moving from Washington, I've become a teacher myself, at El Paso Community College, and I understand firsthand some of the challenges faced by educators.

From my journalist's perspective, the column could be frustrating because news is no observer of a writer's deadlines. This is particularly true when the beat is Congress. Lawmakers often take months mulling over legislation. The pace is dreadfully slow. They also take a lot of recesses. While my assignment was to follow Congress, I came to know that Congress is not the only relevant source of policy in Washington, but one of many. Even with all the sources, though, it was often a delicate balancing act to determine which proposals would actually become law and which would be barely newsworthy weeks later when the magazine was published.

Don't get me wrong; I enjoyed writing this column immensely. I interviewed many interesting people who are doing important things for the Latino community. I worked with some gifted editors. While I had prior contacts through my work as an education policy analyst for the Mexican American Legal Defense and Educational Fund, my list of contacts multiplied through my work with the *Outlook*. Those contacts often clarified difficult issues and legislation or gave me the "inside scoop" that I could share with my readers.

I interviewed as many Latino experts as I could for each column, and felt it important to do so. The Latino community offers so much to this country, yet Latino voices are rarely heard in the news media. When I couldn't find a Latino expert to interview, I searched for people who deeply cared about the community's progress.

On a more personal level, the column was fun because it allowed me to work from home and watch my little daughter grow into a lovely young girl. It also gave her an opportunity to learn more about what her mother does. Maybe someday you will read **her** columns.

Meanwhile, I look forward to contributing feature articles to *Outlook* and to meeting more of the wonderful people who strive daily to improve the lives of all Latinos in this country.

Latino Issues Spark Candor, Energy, and Ideas

Educational Testing Service Explores Diversity

by Francine Engler

"This is not a good time for Latinos. The more they grow in numbers, the more they get behind," said Richard Valencia, speaking at Educational Testing Service's Invitational Conference on Latino Education Issues.

Valencia, an associate professor of educational psychology at the University of Texas at Austin, said that the fast growth of the Latino population will "dramatically impact the configuration of America's educational system for decades to come." In 1990, he said, Latinos in the U.S. numbered more than 22 million; by 2050 they are expected to number 90 million, or about a quarter of the U.S. population.

Valencia further explained that Latinos are not only one of the fastest growing ethnic groups in the United States, but one of the poorest, with about one in four Hispanics and more than one in three Hispanic youths living in poverty.

Latino educational attainment levels are improving, but remain lower than those of non-Latinos. Most of the public schools attended by Latinos, he explained, are in segregated inner cities and often have fewer resources, fewer support services, and poorer quality of instruction. He predicted that if conditions such as school segregation and low socioeconomic status are not addressed, Latino education will continue to suffer.

"This is the most insane time in our country," he said. As proof, he cited the recent changes in welfare reform and immigration laws and the anti-affirmative action policies in California and in Texas.

"If things are going to change for Latinos, there must be a top-down, bottom-up response from the federal government and local schools and parents."

The day-long Latino-focused conference at which Valencia spoke was the first of its kind for Educational Testing Service (ETS), which conducted the conference at its corporate headquarters in Princeton, N.J. ETS is a private, nonprofit educational measurement institution dedicated to educational research but perhaps best known for developing and administering the SATs and other test assessments.

The conference was sponsored by Dialogo, a Latino staff group at ETS, and organized by Mario Yepes-Baraya, an ETS research scientist. Yepes-Baraya had concluded that the ETS staff first needed to have a common base of information about Latino issues before ETS could assume a greater role in improving educational opportunities.

This view is strongly supported by ETS president Nancy Cole, who said the conference was an opportunity for ETS staff and local community leaders to learn about the critical education issues facing Latinos in the United States, as well as an occasion to reflect on how ETS could help Latinos gain better access to education.

"ETS is trying to grapple with and put a focus on the diversity issues that face us in America," said Cole. "We are committed to increasing access to educational opportunity for all. Reaching the Latino community, as well as other disadvantaged groups, is a critical part of this effort."

Conference speaker Richard Duran, an educational psychology professor at the Graduate School of Education, University of California-Santa Barbara,

> ***"ETS is trying to grapple with and put a focus on the diversity issues that face us in America. Reaching the Latino community...is a critical part of this effort."***
>
> **Nancy Cole,**
> **president,**
> **Educational Testing Service**

"The majority of the nation's teaching force is white and becoming more so. We can anticipate major classroom clashes in every school."

Margarita Calderon, left, research scientist, Johns Hopkins University

stressed the need to design reading and writing strategies that enable children at risk to develop critical thinking skills. One example cited by Duran required a group of Latino elementary school children to write their own biographies. Using both Spanish and English, the children described their lives and those of their families.

"The children's autobiographies brought their cultural experiences from the outside into the school setting, thus placing value on their lives," explained Duran. The children became self-directed and capable of evaluating their own learning, he further noted. They learned to think in more complex ways, to edit, and to strengthen their work. Their autobiographies will soon be published on a Website, allowing the students to learn about new technology as they share their work electronically.

These kinds of learning experiences are grounded in research theory, said Duran, who is part of a national network of educators associated with the Center for Research on Education of Students Placed at Risk (CRESPAR) at Johns Hopkins University. "Our group believes that raising standards of performance for Latino students will help them perform better. You gauge what the learner can do next based on what he [or she] can already do."

Another speaker associated with CRESPAR was Margarita Calderon, a Johns Hopkins University research scientist who works in El Paso, Texas. Calderon noted that by the turn of the century, up to 40 percent of the children in the nation's classrooms will be non-white, and the majority, Latino. "The majority of the nation's teaching force is white and becoming more so. We can anticipate major classroom clashes in every school," predicted Calderon.

In Calderon's view, there is no excuse for schools to claim ignorance of how to address the issues these changes are bringing. "We know what works in schools. We have enough proven research to know what kinds of programs insure success for Latino students. Schools just aren't looking for the answers."

Richard Duran,
educational psychology professor,
UC-Santa Barbara

She encouraged school administrators and teachers to seek professional help through centers such as CRESPAR, which has assisted more than 500 schools in California, Texas, New Jersey, New York, Illinois, and Baltimore. Currently, 200 additional schools have signed on with the center.

In urging schools to seek assistance, Calderon said, "The entire school must be committed to the process of finding ways to improve the quality of education for Latinos, not just the bilingual or ESL teachers."

Betty Merchant, a professor of educational organization and leadership at the University of Illinois at Urbana-Champaign and currently a visiting scholar at ETS, spoke at the conference about the frustrations of the teaching force. According to Merchant, with the median age of teachers at 45, many of these individuals find it difficult to change their teaching strategies at a time when they might be only a few years away from retirement.

Merchant explained, "When faced with growing numbers of Latino

Aida Hurtado,
social psychology professor,
UC-Santa Cruz

students, many of whom are non-English-speaking, the teachers eventually become frustrated when they are provided with few, if any, resources to assist them. Many become so angry, they stop trying to reach their students and then, finally, end up ignoring them. Students in a sense become ghosts in the classroom."

Merchant urged that administrators must want to find a way to work with their Latino students. "The professional staff must be more pro-active in finding resources to assist them in meeting the challenges of teaching the growing Latino student population."

Not only must public schools do a better job of teaching Latino students, but colleges and universities must do a better job of recruiting and retaining Latinos. This view was strongly expressed at the ETS conference by Aida Hurtado, a social psychology professor at the University of California-Santa Cruz, who served recently on the task force that studied Latino student eligibility and participation at the University of California.

The task force urged the university to improve its communication to prospective students on such topics as the value of a college education, the admissions process, and financial aid opportunities. This information, Hurtado explained, must include ways of reaching out to the families of students, not just the students themselves. "Admission counselors must take into account the cultural dynamics of Latino families. And they must have materials available in Spanish."

The demographics in California are changing dramatically, Hurtado noted. "Next fall, for the first time, the majority of students K-12 in California will be non-white, and the majority of those, Latino. With these kinds of statistics, colleges cannot do business as usual."

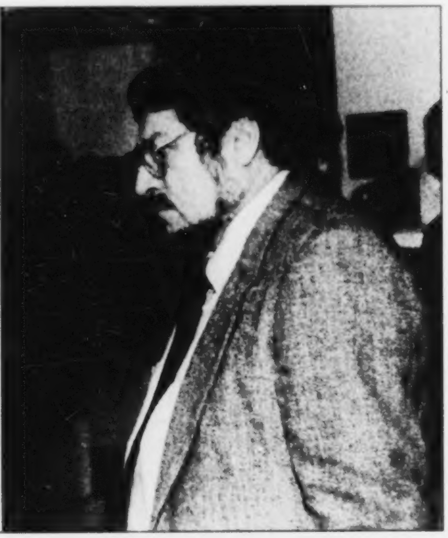
Eleanor Horne,
vice-president and corporate secretary,
ETS

The Educational Testing Service staff members who attended the Latino Education Conference were overwhelmingly pleased with the proceedings. "There was an excellent balance of high-powered speakers and a responsive audience," said Carol Dwyer, executive director of the Education Policy Research Division at ETS. Dwyer, who led a panel at the conference on Latinos and the ETS Equity Research Agenda, added, "I saw a lot of energy and ideas for the next step."

The next step to the conference was very much on the mind of Eleanor Horne, vice-president and corporate secretary at ETS. "Not only will we publish the proceedings from the conference, but we will follow up with several small groups to strategize on the direction ETS will take on the program level to address many of the issues raised in the conference."

"If things are going to change for Latinos, there must be a top-down, bottom-up response from the federal government and local schools and parents."

**Richard Valencia,
associate professor
of educational psychology,
University of Texas-Austin**



Maintaining Equal Access to Graduate School

by Miriam Rinn

Latinos number more than 22 million, approximately 9 percent of the American population, but at 6 percent of total college enrollment, they are underrepresented in colleges and universities. This is old news, but it bears repeating since the Latino population is expected to reach one quarter of Americans within the next few decades.

While higher numbers of Latinos are entering the academic professional world all the time, they still make up only 4 percent of all full-time employees, and only half of those employees are full-time faculty. Without Hispanic professors to act as role models, it's unlikely that large numbers of Latinos will flock to colleges and universities.

The news, of course, is not all bad. Government statistics show a big jump in doctoral degrees earned by minority students: over a recent 10-year period, the number of degrees awarded to students of color jumped 67 per cent.

According to Council of Graduate Schools research, the situation in higher education is changing from what it was in the 1980s. While demand is steady—more than one million applications are received by graduate schools each year—the people applying are somewhat different. The numbers of women are up, while the percentage of men continues to decrease slightly. The biggest change is the drop-off in the numbers of international students. That gap has been filled by an increase in applications from American minorities, including Latinos.

Still, in 1994, no more than approximately 44,000 Hispanics enrolled in graduate school. What can be done? One of the institutions working hard to increase the numbers of Latino and other minority students in higher education is the Council of Graduate Schools (CGS).

"We're an organization of many institutions, and we provide a way for those institutions to talk to one another," says Jules B. LaPidus, president of the council. Established in 1961, CGS represents nearly 400 graduate schools in the United States and several in Canada as well. The U.S. schools enroll 80 percent of all graduate students and grant 97 per cent of the doctoral degrees and 70 percent of the master's degrees awarded in the country.

Through its meetings, publications, and awards, CGS tries to keep its member universities aware of the special problems Latino students face. "We believe that affirmative action has been effective," LaPidus says, and he believes that universities will continue to encourage minority students even if the government gives up on the attempt. "We keep this issue on the front burner."

CGS projects such as the Ronald E. McNair Postbaccalaureate Achievement Program help to mentor students from traditionally underrepresented groups so that they will succeed in graduate school. CGS publications such as the *Enhancing the Minority Presence in Graduate Education* series attempt to inform educators as to how to make the graduate school experience more rewarding for minority students.

The Latino Project, supported by CGS and funded by a grant from the Ford Foundation, interviewed a wide range of Hispanic students both during and after their graduate school experiences. While the sample was too small to be statistically significant, valuable anecdotal material was gathered. It's likely that the experiences of these scholars are similar to those of other Hispanic students as well as to those of many other people

> ***"We're an organization of many institutions, and we provide a way for those institutions to talk to one another."***
>
> **Jules B. LaPidus,**
> **president of the**
> **Council of Graduate Schools**

who are the first in their families to seek advanced degrees.

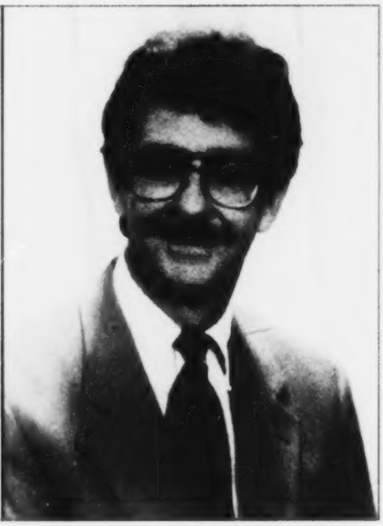
According to Robert Ibarra's report, *Latino Experiences in Graduate Education: Implications for Change*, even though the majority of interviewees' parents held white-collar jobs and were proud of their childrens' accomplishments, "the lack of parental experience in higher education was still the biggest problem facing Latinos entering graduate education." Not having parents or other relatives to guide them as to what courses they need to take or how to go about filling out forms or how to present themselves in interviews is an obstacle that many students have to overcome.

Money is another hurdle in the path of many Latino students, according to the report. Their decisions to attend graduate schools are usually based on receiving fellowships or other grants. Complicating the situation, LaPidus adds, is the fact that most minority students at the graduate level have been in education, going to school at night while teaching during the day. "Going to school part time makes it very hard to get university money."

Once in graduate school, many Hispanic students are shocked by the intense competitiveness among students and the need to succeed at all costs. Intimidated by professors and unsure of themselves, they might react by becoming defensive or by withdrawing. Both strategies are unproductive. Many of the difficulties that the Latino students encounter are similar to those faced by all graduate students—troublesome professors, uncooperative department chairs—and some are specifically associated with bigotry.

All of the students interviewed had suggestions to make on how to improve the situation for Hispanic graduate students. First, hire sensitive mentors to help students navigate the academic terrain. Then, provide plenty of money. Finally, students had several recommendations on changing the atmosphere in academia to make it more comfortable for Latinos.

> **"The lack of parental experience in higher education was still the biggest problem facing Latinos entering graduate education."**
>
> **Robert Ibarra**



Another project sponsored by the Council is SROP, Summer Research Opportunity Programs. These programs are designed to encourage students of color to pursue doctoral programs by identifying potential candidates in undergraduate school, encouraging them to consider graduate education, and then giving them the opportunity to do hands-on research during the summertime at another college or university. George Sanchez, associate professor of history at UCLA, is quoted in the report, saying, "I, and the other faculty who are committed to this venture, know that there are students out there who have the potential for graduate school. Often these students fall through the cracks. These programs allow us to think about the sorts of techniques we could use to interest more students."

The goal of the program is to change minds, both of students and of faculty, about the ability of students of color to be valuable members of the academic community. "Bringing in students that the faculty member has a chance to work with for eight weeks allows them the opportunity to...dispel a lot of fear and misperceptions they might have about the performance of these students," said James Turner, assistant dean of the graduate division of UCLA. "Some of the faculty have really had their eyes opened."

Most of these programs are designed to bring minority students into the academy. But is there room for all of them there? "There's a lot of concern about the academic job market," LaPidus agrees, but he believes that a good deal of that worry has been overstated. "The unemployment rate for Ph.D.s is between 1 and 2 per cent." More universities are hiring part-time faculty, but some students are not interested in part-time jobs. Most Ph.D.s have never gotten jobs at research universities, LaPidus points out, and a lot of the moaning and groaning might be due to unrealistic expectations. Ph.D.s might be thinking in overly narrow terms, as well, LaPidus believes. For instance, he notes, physicists have had a lot of trouble finding work lately, but a bunch of them are now working on Wall Street. It turns out that "you can model the behavior of financial markets" just like you can model molecules. There's no telling where a graduate education can lead.

ACE Report through 1995 Shows Slowdown in Minority Gains

Enrollment gains by students of color in higher education have slowed considerably after several years of rapid growth, according to a report released recently by the American Council on Education (ACE). Minorities continued to register increases in the numbers attending colleges and universities and receiving degrees during the period covered by the report, but that period stops at 1995. The latest findings raise concerns about the impact of more recent political and legal attacks on affirmative action.

The ACE study, *The Fifteenth Annual Status Report on Minorities in Higher Education*, reveals that despite steady progress, students of color still lag significantly behind white students in the rate at which they enroll in college.

Overall enrollment by minorities rose by 2.9 percent between 1994 and 1995 (the latest year for which such data are available), after gains of 4.6 percent between 1993 and 1994 and 7.1 percent in 1992. Minority students registered 9.8 percent increases in the number of associate's degrees earned in 1995; 8.5 percent in bachelor's degrees; 11.1 percent in master's degrees; and 9.7 percent in first-professional degrees. These gains were smaller than those of the previous year.

In addition, while students of color made up 22.3 percent of all four-year undergraduates in 1994, they earned only 16.8 percent of all baccalaureates conferred that year.

"The continued progress shown by the report in most respects is cause for celebration," said ACE President Stanley O. Ikenberry, "but it also is a sharp reminder of just how far we have to go to wipe out historic inequities in educational opportunity and success. The slowdown in enrollment gains by minority students could be an early warning signal of what might lie ahead as we begin to gauge the impact of changes like those in California and Texas that have limited the ability of institutions to promote diversity in the student body. We in higher education face a substantial challenge if we are to insure that these gains are not reversed."

Both the University of California and the University of Texas at Austin recently reported substantial declines in the number of Hispanic and African-American applicants and acceptances. In California, the drop comes in the wake of the decision by the Board of Regents of the University of California to end affirmative action in admissions effective this year, as well as the passage of Proposition 209. In Texas, colleges and universities have been barred from considering the race of applicants in the admissions process subsequent to a 1996 ruling by the 5th U.S. Circuit Court of Appeals.

A lawsuit also has been filed in federal court against the University of Washington seeking to end its affirmative action admissions program.

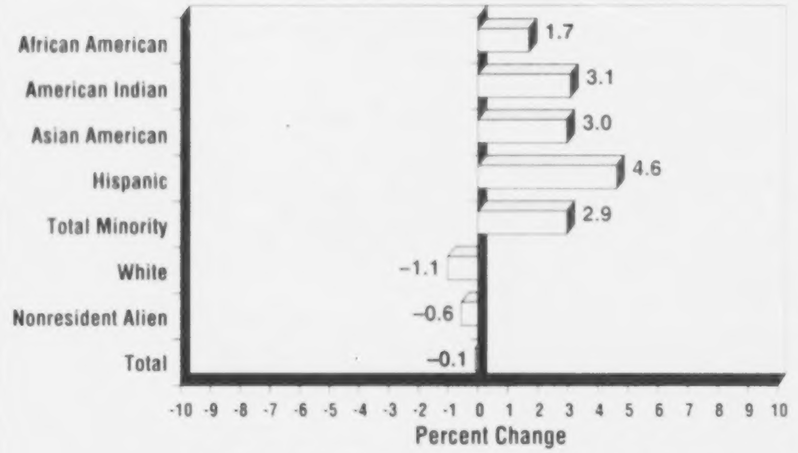
The annual ACE report presents national data on high school graduation rates, college participation and enrollment, and degree attainment, broken down by race and ethnicity, as well as statistics on employment and tenure rates of faculty of color. For the first time, this year's report includes information on overall educational attainment and a section that highlights innovative campus programs aimed at increasing higher education achievement among students of color. Publication of the report was supported by a grant from The Coca-Cola Foundation, which has invested heavily since 1990 in programs and scholarships for students of color. "Building partnerships that provide access to higher education is critical to the success of today's students," said Michael Bivens, the foundation's education director. "We recognize diversity as a crucial and competitive advantage in an increasingly global marketplace that needs people with a variety of skills and experiences."

High School Completion

Hispanics and African Americans continue to trail whites in the rate at which they finish high school, as they have for the past two decades. The completion rate for 18- to 24-year-old whites was 81.9 percent in 1995,

During the 1990s Hispanics have regained ground lost earlier; however, their 1995 participation rate of 35.3 percent was nearly identical to the 35.5 percent recorded 20 years previous.

Changes in Enrollment by Race and Ethnicity: 1994 to 1995



Source: National Center for Educational Statistics. *Enrollment in Higher Education.* Washington, DC U.S. Department of Education. 1997

compared with 76.9 percent for African Americans and 58.6 percent for Hispanics. The rate for Hispanics has fluctuated over time. The current rate is slightly above those recorded in the mid-1970s and two percentage points higher than in 1994, but below the 1993 rate of 60.9 percent.

College Participation and Enrollment

Nationally, the number of traditional college-age individuals (18- to 24-year-old) peaked in 1981 and then went into a 10-year decline before leveling off. Much of the decrease was due to a drop in the number of whites in that age cohort. The Hispanic 18- to 24-year-old population climbed rapidly, increasing by 62 percent between 1985 and 1995 and by 31 percent since 1990.

Although fewer whites are enrolled in college, their numbers have not declined proportionate to their share of the population because of steady increases in their participation rates. Enrollment rates for Hispanics and African Americans, on the other hand, have fluctuated over time.

Other highlights include:

- Over the two decades from 1975 to 1995, the proportion of 18- to 24-year-old white high school graduates enrolling in college each year rose by 10 percentage points to 43.1 percent. During the 1990s Hispanics have regained ground lost earlier; however, their 1995 participation rate of 35.3 percent was nearly identical to the 35.5 percent recorded 20 years previous.
- Students of color have made significant gains in college enrollment over time, but most were recorded prior to 1995. The number of minority students enrolled in college grew by 67.7 percent between 1984 and 1995, and by 29.2 percent since 1990.
- Hispanics posted the largest one-year enrollment gain of 4.6 percent.
- African Americans have recorded the smallest college enrollment gains of all ethnic minority groups in recent years. Since 1990, the group's college enrollment has risen by only 18.2 percent, compared with a 39.6 percent increase for Hispanics, 39.2 percent for Asian Americans, and 27.5 percent for American Indians.

Educational Attainment

For the first time, the report provides statistics on the educational attainment of whites, African Americans, and Hispanics, information that provides "important insights regarding the economic well-being of Americans," the report states.

Nationally, the proportion of adults ages 25 to 29 who had completed high school was virtually unchanged in 1995 from a decade earlier (nearly 87 percent). The data show, however, that African Americans are closing the gap with whites in terms of high school completion. Still, both African Americans and Hispanics trail far behind whites in the rates at which they complete college.

Additional highlights from this section include:

- In 1995, 25- to 29-year-old whites and African Americans registered nearly identical high school completion rates (87.4 percent vs. 86.5 percent). Hispanics continued to lag behind with a 1995 rate of 57.1 percent.
- Approximately 26 percent of all white adults ages 25 to 29 had completed at least four years of college in 1995, compared with 15.3 percent of African Americans and 8.9 percent of Hispanics. The rate for Hispanics has fluctuated over time, reaching 10 percent and slightly higher during much of the 1980s before dipping in the 1990s.

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Between 1993 and 1994, Hispanic students recorded an 8.2 percent gain in associate's degrees; 10.7 percent in bachelor's degrees; 11.7 percent in master's degrees; and 5 percent in first-professional degrees.

Degrees Conferred

The report's findings indicate that efforts by colleges and universities in the late 1980s and early 1990s to improve access for and retention of students of color have paid off. Minority students gained in all four academic degree categories between 1993 and 1994. The increases were smaller, however, than in previous years.

- Students of color earned 16.8 percent of all bachelor's degrees in 1994, only 1.2 percentage points above the previous year, compared with the 2.2 percentage point increase between 1992 and 1993.
- Hispanic students recorded an 8.2 percent gain in associate degrees; 10.7 percent in bachelor's degrees; 11.7 percent in master's degrees; and 5 percent in first-professional degrees.
- Students of color also continued to experience steady growth in doctoral degree attainment. The number of doctoral degrees earned by these students rose by 13.6 percent between 1994 and 1995 and by 67 percent from 1985 to 1995. Hispanics recorded a gain of 3.6 percent.
- Students of color at National Collegiate Athletic Association Division I institutions also posted gains in graduation rates between 1990 and 1995. Graduation rates for Hispanics rose by 6 percentage points, from 40 percent to 46 percent.

Faculty

The number of full-time faculty of color increased by 43.7 percent between 1983 and 1993, compared with 6.4 percent for whites. Despite these gains, faculty of color remain severely underrepresented, accounting for only 12.2 percent of full-time faculty at U.S. colleges and universities and 9.2 percent of full professors in 1993.

Approximately 32 percent of Hispanic faculty served as assistant professors last year, 18.4 percent were associate professors and 17.3 percent full professors. Asian Americans posted the largest proportion of any ethnic minority faculty group who were full professors in the 1995-96 academic year—31.1 percent.

ACE is the umbrella association of the nation's colleges and universities with membership of approximately 1,600 accredited, degree-granting U. S. institutions from all sectors of higher education and nearly 200 national and regional higher education associations and organizations.

For the first time, the report includes information on overall educational attainment and a section that highlights innovative campus programs aimed at increasing higher education achievement among students of color.

Copies of the *Fifteenth Annual Status Report on Minorities in Higher Education* are available for $24.95, prepaid, from Publications Department M, American Council on Education, One Dupont Circle, Washington, DC 20036. For additional ordering information, or to pay by credit card, call (202) 939-9380.

MSJC

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(Tenure track)
closes 7/14/97

ASSOCIATE DEAN, COUNSELING
closes 8/1/97

Resume will not be accepted in lieu of completed district application packet.
For more information and an application, contact **Mt. San Jacinto College, Human Resources Department, 1499 N. State Street, San Jacinto, CA 92583**
(909) 487-MSJC (6752), ext. 1111 or 1112
Fax (909) 654-5971
Internet: CHRO940@msjc.cc.ca.us
TDD (909) 654-2098.

AA/EOE

Census 2000: Hispanic Issues and Answers

by Adalyn Hixson

The setting was commodious—a paneled lecture hall at the corporate headquarters of NYNEX in midtown Manhattan. The gathering included Latino advocates such as Angelo Falcon, president and founder of the Institute for Puerto Rican Policy; The Honorable Nydia Velazquez, first Puerto Rican woman to be elected to the U.S. Congress; and Martha Farnsworth Riche, 32nd director of the U.S. Census Bureau, the latest in a line that began with Thomas Jefferson. It was a letter from Jefferson to George Washington that Riche quoted as she opened her remarks about the Census 2000.

"Dear George...The official results are written in black," said Jefferson, submitting the first U. S. Census report. "The true results, as far as we know them, are written in red."

"The more things change," added Riche, "the more they stay the same." With that, she acknowledged to an audience of Hispanic advocates and the press some well-known truths about the flaws of past censuses.

Current census literature officially admits a 1990 undercount of more than four million, "a disproportionate share of whom were among the Nation's racial and ethnic minorities," says a new brochure. Neither Falcon nor Velazquez nor Riche wants that to happen again, but an undercount is only one of the concerns raised at the meeting, conducted to introduce Census 2000 to the New York region and explore the role of the Latino community in that census.

Velazquez's district includes Brooklyn, Queens, and Lower Manhattan. Her remarks were brief and pointed. A member of the Congressional Hispanic Caucus, she said, "We will be meeting with the President next week. We will be monitoring. We will be watching. But it is important for you to register in the census, especially in light of the fear and panic in the Hispanic community about immigration."

The audience broke into loud clapping as she announced, "The Census Bureau is not in the business of doing the job for the INS!" Velazquez also endorsed sampling, which calls for the census to do an actual count on 90 percent of the population and use a representative sample to count the rest, including individuals who might not respond to the census or who are difficult to reach.

"The Congressional Hispanic Caucus supports sampling! We need to do outreach," said Velazquez. "We would also support that the Census Bureau hire a firm that understands the Latino community. I cannot stress it more strongly to you.

"In the past the allocation of federal dollars has not been fair to our community. The allocation of federal dollars will be more jeopardized if we are undercounted. And not only the allocation of federal dollars but the redistricting process."

Sampling

Angelo Falcon, whose organization had convened the meeting at the request of the Census Bureau, cited these issues and more.

"Use of the sample is very controversial, but people are supporting it as a way of getting a more accurate count," said Falcon. Riche responded at length by adding a few analogies about how to improve the census.

"Use of statistical methods won't make a bad census better. It **will** make a good census the best." She likened statistical sampling to a clean-up hitter and said that the methodology had involved the best minds in the country.

> **"We have decided to view the Census for what it is—the world's largest direct-mail campaign. The last time, we sent out a form that looked like the SAT test, which didn't make it too inviting."**
>
> **Martha Farnsworth Riche,**
> **director,**
> **U.S. Census Bureau**

She noted that the evidence of census undercounting came about when a call went out for all men of draft age. "Three percent more men came than we knew there were, but 13 percent more Black men came than we said there were, and five percent more Hispanic men.

"In 1990 the Census Bureau was overruled by the Senate and Congress on using statistical sampling. At that time they said the sample was too small."

That criticism has been addressed, and Riche indicated that the current sample size has been increased 500 percent. The large numbers provided today for every state and every congressional district are, she says, far more accurate than those of seven years ago. The issue is being looked at by a committee headed by Senator Fred Thompson and is, in her words, still "very controversial."

Riche is amply qualified to speak on population statistics. She is the founder of *American Demographics*, where she served as editor from 1979 to 1990. She came to the Census Bureau from the Population Reference Bureau, where she was director of policy studies. She also served as an economist with the Bureau of Labor Statistics and is the author of more than 200 publications, papers, and articles. She holds a B.A. and M.A. with honors from the University of Michigan, and a Ph.D. in literature and linguistics from Georgetown University.

Congressional Relations

Emma Moreno of the Bureau's Congressional Relations staff noted a bill in support of sampling has been introduced into the House of Representatives.

This will be Moreno's third census, and she had high praise for the Census Advisory Committee on the Hispanic Population.

"The committee has developed very gratifyingly," said Moreno. "They know the Census means dollars to their community. The main issue is eliminating the undercount." Whatever differences they might express within the committee meetings, behind closed doors, once they come out of the room, she says, they speak with one voice.

"The Census Bureau is not in the business of doing the job for the INS!"

The Honorable Nydia Velazquez, U. S. Congress

One of the committee's concerns is the English-only movement that has emerged in several areas of the country. "If that were to pass, we would be unable to produce our documents in Spanish," said Moreno. She noted, too, that there are people who don't want the "undocs" counted. These same critics believe that the data on education level and on the length of the journey to work are not needed.

Race and Ethnicity

Moreno said that the descriptor "Hispanic" was just "something that was pulled out of a dictionary"; that "Latino" is preferred on the West Coast and "Hispanic" on the East Coast. "The Caucus is still having a lot of discussion about it," she said, "but it will be difficult to make substitutions at this time."

However, officials from the Office of Management and Budget have been going around the country to get people from different regions to talk about groups that should be put in the multiracial category. There will be a period for public comment on the issue, and a decision will be made by October of this year.

As Falcon noted, "About the idea of adding categories—for Asian and Native Americans there are a bunch of categories. Why so few in terms of Latinos? And Dominican in 'Other'? The numbers get lost."

Fear, Outreach, and the Undocumented

Falcon proposed that the Census Bureau conduct a campaign to counteract the fear and suspicion created by current anti-immigration, anti-minority actions, and, like Velazquez, called for the use of Latino public relations firms, especially at the community level, whether hired nationally and subcontracted locally or hired locally.

"Are you illegal or aren't you?" as a potential census question "has come up in the last couple of censuses," said Riche, "and the people on the Hill have always managed to beat it back because this information could endanger some of the respondents."

All census materials stress the confidentiality of the individual answers. Riche noted the oath taken by census workers to observe the rules and the severe penalties for any violation of those rules, among them hefty fines and imprisonment. However, mistrust of the process exists and was even a problem during the very first census. But such recent events as the stripping of health benefits from aged and disabled immigrants-of-long-standing and the continuing attacks on affirmative action in California and Texas make it loom all the larger in 1997.

Census Bureau Regional Director Richard (Tony) Farthing spoke of successful 1990 efforts in multi-ethnic Paterson, N.J., to count the undocumented through visits to Paterson's soup kitchens and shelters. Paterson, a test area for Census 2000, "has a lot of the same difficulties we are going to face in New York," said Farthing.

Taking the Census

"We have decided to view the census for what it is—the world's largest direct-mail campaign," said Riche. "The last time, we sent out a form that looked like the SAT test, which didn't make it too inviting."

Riche says that a New York firm has been hired to handle the graphics for the census.

The package will include four pieces. First there will be a note that the census is coming, followed by the actual census form. The third mailing will be either a thank you or a reminder.

"We will be mailing in Spanish in every community. It's going to be expensive, said Riche. "The form is designed for a person, not a machine." A machine, however, will be programmed to weed out any duplicate returns.

Census 2000 will feature many firsts. For the first time ever, forms will be in public places, and there will be a toll-free number so that people can respond by telephone.

And, amazingly enough, for the first time ever, the Census Bureau will collaborate with the U.S. Post Office and with local, state, and tribal governments to generate accurate, up-to-date mailing lists. Tracking down failed respondents is infinitely more expensive than mail and phone techniques, says Riche, who was given two imperatives by Congress regarding the year 2000 Census: (1) Be more accurate. (2) Spend less money.

Accessing Census Information

Angelo Falcon expressed some concerns about data access and indicated that the report needs to be available in various formats. "The Census Bureau already made a commitment to provide census information via the Internet," said Falcon. "But we also know that we have homes without even a telephone. And a very low percentage of our community organizations even use e-mail. The Internet cannot be substituted for printed reports!"

Collaboration

Falcon noted the desirability of hiring census workers from within the community and said there is much to be gained by having Hispanics among the recruiters, supervisors, and enumerators, as among the graphic designers and public relations campaigners of the planning phases.

"Partnerships" is a byword of Census 2000. *HO* talked with Falcon again before going to press. He had already held a strategy meeting with regional director Farthing.

"Basically, we're now in the process of calling together community leaders to set up an advisory committee to work with his office," said Falcon. Would he recommend that Hispanics, Latinos, and Chicanos in other regions do the same?

"That is definitely a good idea. Farthing said he is very excited about working with them. They welcome our help."

IPR
Institute
for Puerto Rican Policy

"About the idea of adding categories—for Asian and Native Americans there are a bunch of categories. Why so few in terms of Latinos?"

Angelo Falcon,
founder and director,
Institute for Puerto Rican Policy

The Census Bureau does more than produce a head-count for the nation every 10 years. It is an ongoing component of the U.S. Department of Commerce, responsible for conducting more than 100 surveys each year in eight categories: business, employment, income, spending, housing, crime, health, and education.

Education reports include:

- *Schools and Staffing Survey*
- *Education Finance Survey*
- *Teacher Demand and Shortage Survey*
- *National Survey of College Graduates*
- *Current Population Survey*
- *Survey of Income and Program Participation*

Census data are used to allocate funds for academic, occupational, and vocational education, and for new school construction, social service, community action, child care centers, and more.

Regional offices are located in Atlanta, Boston, Charlotte, Chicago, Dallas, Denver, Detroit, Kansas City, Los Angeles, New York, Philadelphia, and Seattle.

Davila Brings Verve, True Grit to NTID

Deaf Students Have Brave New Leader

by Stuart Low

Reprinted with Special Permission from the
Rochester Democrat and Chronicle
of November 24, 1996

Here, as Robert Davila remembers them, are a few moments that shaped his future life as a deaf leader:

A Mexican migrant farmer's fatal plunge from a plum tree.

His young son awakening one morning, suddenly unable to hear car horns outside or his mother's voice.

A teacher's casual remark that Hispanics had little hope of becoming educators.

A prayed-for letter with a rare job offer. An urgent phone call from President Bush's headhunters.

And ultimately, a career that won him key roles with the U.S. Department of Education and the nation's top schools for the deaf.

Earlier this month, Davila became the first deaf leader of the National Technical Institute for the Deaf (NTID) in Henrietta, N.Y. As its vice president, he will preside over the world's largest technological college for deaf and hard-of-hearing students.

And to meet its challenges, he will need all the skills he has painstakingly acquired in his 64 years.

This branch of Rochester Institute of Technology is still reeling from budget cuts that have eliminated 117 of 640 faculty and staff positions since 1994. It is fighting hard to boost federal funding while rebuilding damaged morale. And it is struggling to meet the needs of 1,085 students who differ dramatically in the ways they communicate and learn.

Only a few weeks into his new job, Davila already is tackling these concerns head on. But no less important, he might become a role model for Rochester's huge deaf community—10,000 deaf people and 60,000 more who are hard of hearing.

"It always bothered me that there are obstacles or barriers to success," he says. "I experienced the discrimination that goes with being Hispanic—it's terribly damaging to your inner self not to be accepted for what you represent. I think that's where deaf people are now."

In many ways, Davila's career mirrors the struggles of both Hispanic and deaf Americans over the past half-century. But it would be highly misleading to portray him as riding smoothly to prominence on the crest of minority rights movements.

Rather, his is another archetypal American story: the self-made man. As the profoundly deaf son of penniless migrant workers, Davila patched together his own destiny with qualities that strike the most casual acquaintance: a dauntingly quick intelligence, gritty determination, and an easygoing charm.

He speaks and uses sign language simultaneously, communicating with verve and often at breakneck speed. A former long-distance runner, he has put on a few pounds recently—but he still runs rings around problems with nimble analysis, then barrels ahead to the next topic.

One of the most threadbare tricks in a modern biographer's craft is counting up the words a subject uses most often. That's supposed to reveal the obsessions and quirky thought patterns that make a person tick.

In many cases, it's little more than a parlor game—but in Davila's case, those words turn out to be "responsibility," "work ethic," and "family."

"I experienced the discrimination that goes with being Hispanic—it's terribly damaging to your inner self not to be accepted for what you represent. I think that's where deaf people are now."

Robert Davila,
vice president,
National Technical Institute
for the Deaf

Values Rooted in Past

Look at his early years and you see why those values count for so much.

Davila was the sixth of eight children born to migrant farm workers in Southern California. He grew up with full hearing. Both his parents had Mexican backgrounds, and the family conversed only in Spanish.

"My parents would travel with us all the way up California and down again," recalls Davila. "We would spread a canvas under a fruit tree; then my father would climb the tree and shake it. The fruit would fall on the canvas, and my family would put it in boxes.

"One day my father went up a tree, had a heart attack, and fell to the ground. He was 38 years old."

Davila was 6. At a time when the nation was still feeling the harsh remnants of the Great Depression, his mother, Soledad, had to provide for the family alone. Davila's prospects seemed bleak. But when he was 8, a merciful disaster struck overnight.

"I went to sleep, and the next morning I woke up and thought: The cars aren't sounding," Davila recalls with a start, reliving that moment when everything changed. "It was very quiet. But I looked out the window, and there were cars outside. I just couldn't hear them.

"Then my family came in, and I thought they were playing games with me, moving their lips without sound. I didn't realize I was deaf. I lost all of my hearing overnight."

Davila had contracted spinal meningitis, a potentially fatal inflammation of the membranes lining the brain. At first his mother thought it was a stubborn bout of the flu. But when it didn't clear up, she called a doctor—who instantly packed the boy off to a hospital.

Davila recovered his health but not his hearing. His audiogram today reads N.R.—no response at any frequency—in both ears.

When he came home, his deafness caused surprisingly little upset.

"In a family where shelter, food, and clothing were a high priority, hearing was not a big deal," he says.

Soon after Davila's return, friends told his mother about a unique residential school in Berkeley. Room, board, and tuition would all be free at the California School for the Deaf. Visiting Davila there, however, might prove too expensive for his indigent family.

It was a hard decision—but soon after Davila made his journey north, he knew it was the right move.

"My life improved because I became deaf," says Davila. "This was a beautiful school with young people who were deaf like I was. Wow! It opened the doorway to a new life better than the one I had before."

But to succeed in Berkeley, Davila would have to master both sign language and oral English. It was a tall order for a Spanish-speaking, totally deaf child—and even today, the memory calls up one of his signature phrases.

"My mother didn't have a lot of education, but she had a tremendous work ethic which rubbed off on all of us," he says.

Then, as now, he was a quick study. Within a month he picked up the basics of English sign language while still thinking in Spanish. And little by little, be began substituting English for his native tongue.

After age 8, he returned home only for summer vacations and essentially grew up alone.

"I was not affected adversely by that experience," he says matter-of-factly. "My family's still very close; there's a lot of love even after all these years."

Some might call that self-reliance another key tool for a future leader. Yet as a double minority—Hispanic and deaf—Davila discovered early that he needed role models. And they were hard to come by.

As the profoundly deaf son of penniless migrant workers, Davila patched together his own destiny with qualities that strike the most casual acquaintance: a dauntingly quick intelligence, gritty determination, and an easygoing charm.

He would admire photos of tennis great Pancho Gonzales in the newspapers. In his classroom, there were inspiring deaf teachers. But he felt nagging doubts about his own prospects.

One day, a teacher asked his classmates a familiar question: What do you want to be when you grow up? Davila had known only fruit orchards, hunger, and life constantly on the move. So when the boy next to him piped up, "I want to be a teacher," Davila quickly chimed in: "The same for me."

Later, he went back to the instructor and asked what his chances were for going into teaching.

"He said, 'I'm not really sure,'" Davila recalls. "Why?" I asked. "Well, I don't know any Hispanic teachers," he replied.

"Of course, those were the old days back in the 1940s. But I felt Hispanic people couldn't be teachers, and that was probably the motivating moment of my life. Not only did I become a teacher; I became president of three national organizations in education.

"That's the kind of person I grew up to be: You challenge me, and I'll meet your challenge. Perhaps I shouldn't say that, because it sounds egotistical."

"Desi Arnaz" of Gallaudet

Davila graduated early, at age 15, and entered Gallaudet College in Washington, D.C.—then the nation's only college for the deaf. He relished his courses in math and social studies, and from all accounts cut a colorful figure on campus.

"I'd call him the Desi Arnaz of Gallaudet," declares Robert F. Panara, a professor emeritus at NTID and Davila's English teacher at Gallaudet. "He was a dashing and handsome Latino, also one of the best writers in my English classes."

Davila also managed to edit the college newspaper's sports section, volunteer with a Boy Scout troop, and lead Gallaudet's governing council. Yet he barely managed to make ends meet despite a series of part-time jobs.

He pounded the pavements and parks, collecting soda bottles in a sack. During Christmas vacations he worked in a post office, earning $150 that would last him an entire semester.

He briefly flirted with the idea of becoming a civil engineer, but there was no precedent for a deaf man.

So on the advice of several Gallaudet instructors, he became a teacher after graduating. His first job was teaching math at a place he would head 40 years later—the New York School for the Deaf, in White Plains, Westchester County.

"My first year, I earned $2,900," he says. "I couldn't afford **anything**. So I decided to have two jobs, one by day and one by night."

At that time, many deaf people worked as printers in newspapers' composing rooms. Davila had learned the trade as a student in California, and now began working nights at the former *New York Herald Tribune*.

He badly needed the extra money. Two weeks before moving to New York, he married Donna Ekstrom, a deaf sign language teacher he had met on a beach in Santa Monica.

"I had learned from my parents that my responsibility was to provide well for my family, and I was determined to do that," says Davila, whose family would grow to include two hearing sons, now grown.

> **"The White House switchboard lit up like a Christmas tree. People from all over the country called to object to my possible appointment."**
>
> **Robert Davila**

Davila relished his 14 years in the classroom, but by 1967 he felt his career had reached a dead end. He wanted to become an administrator—but knew that in all the nation's schools for the hard of hearing, only two administrators were deaf.

He was turned down for one administrative job, then made an impassioned pitch to his boss about a vacant supervisor's post.

The boss finally mailed him a letter offering him the job. It was the first of a series of leadership posts propelling him to the highest levels of power in deaf and special education. Along the way, he sometimes refused lucrative offers if he felt he would be a "token minority."

Paul Peterson, a retired NTID math professor who knew Davila in those days, recalls him as a deceptively low-key chum with an iron will.

"He was extremely determined, and finished in two years doctoral work [at Syracuse University] that took me five," says Peterson. "Yet he was the most down-to-earth individual I ever ran into. He never talked much about his background, never put on a show for anybody."

In 1974, Davila's alma mater handed him the directorship of its Kendall Demonstration Elementary School. He moved his family to Gallaudet and steadily moved up its ranks to become acting dean, professor of education, and vice president for precollege programs.

In the latter role, Davila regularly made pitches to Congress to beef up Gallaudet's federal funding. That experience gave him the first glimmers of a new career that opened up after George Bush was elected president in 1988.

The Republican National Committee called to ask if he wanted to be considered for a job in the new administration. Before long, Secretary of Education Lauro Cavazos promised he would recommend Davila as assistant secretary of special education and rehabilitative services.

"But my name was leaked out, I think on purpose, to see the public reaction," Davila says. "The White House switchboard lit up like a Christmas tree. People from all over the country called to object to my possible appointment.

"Every disability group wanted one of its representatives in the job. Some felt I was not qualified for the job because I had only a single disability experience."

The White House didn't agree and handed Davila the job—the highest government post ever held by a deaf individual. In his four years there, he helped boost funds for teachers for the deaf and expanded programs for deaf children and sign-language interpreters. He also pumped new money into deaf community theaters and film captioning for hard-of-hearing viewers.

Colleagues from that period describe him as a fence-mender both in the department and in Congress.

"There were conflicting views among disability groups and special interest groups, but Bob was able to forge consensus," remembers Philip Link, who was the department's executive administrator. "Senators on both sides of the aisle found him a very charming individual and put aside their partisan differences."

But as a political appointee, Davila knew that his fortunes rode with the 1992 election. When Bill Clinton moved into 1600 Pennsylvania Ave., Davila began sending out resumes.

And once again, a former school came to the rescue.

"I went down to Washington to convince him to rejoin our school as headmaster," says Greg Hess, board chairman for the New York School for the Deaf. "He agreed and brought a new sense of morale and spirit to the school, top to bottom. He made difficult decisions that few others could have made without creating a firestorm of protest."

Hess says that the school hoped to keep Davila until his retirement. But NTID also believed it was high time for a deaf leader with impeccable contacts on Capitol Hill.

The Next Challenge

Since 1994, the Henrietta, N.Y., college had been seeking a replacement for William Castle, a hearing director with limited sign-language fluency. Davila beat 30 other contenders—both deaf and hearing—to win the vice presidency in May. He was inaugurated last November.

Students have greeted him warmly. "It's an inspiration to me because we need to 'grow' deaf leaders across the country," says Eric Hamlow, a 22-year-old student from Stockton, Calif.

Since his appointment, Davila has been zooming around the globe—visiting programs for the deaf in Japan and making pitches for NTID to legislators in Washington and to alumni in Chicago.

His brothers and sisters in California—all successful in their professions—expect him at a family reunion later this month.

He and his wife recently bought a brick colonial in Pittsford and might move in if time allows. And one of these days, he vows, this former Yankees fan will "learn to like" the Red Wings.

But amid these hectic changes, Davila rarely loses sight of his role in the long struggle for minority rights.

"Deaf people have the right to succeed—and to fail—like anyone else," he says. "That's a very important part of the empowerment movement in the deaf community.

"It comes down to this: You've got to accept me for what I am —my language, culture, habits, and opinions. If you can't accept me on that basis, then don't accept me, period. It has to be all the way through or not at all."

The Davila File

Born

July 19, 1932, in San Diego.

Lost Hearing

At age 8 from spinal meningitis.

Education

B.A. in education, Gallaudet University, 1953;
M.S. in special education, Hunter College, 1963;
Ph.D. in educational technology, Syracuse University, 1972.

Recent Jobs

Headmaster, New York School for the Deaf, White Plains, 1993-96;
assistant secretary for special education and rehabilitative services, U.S. Department of Education, 1989-93;
vice president for precollege programs, Gallaudet University, 1978-89.

Family

Wife, Donna; sons, Brian and Brent, both civil engineers in Maryland.

Hobbies

Golf, fishing, hunting, learning to love the Red Wings.

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Isabel Gonzalez Luis Cantu Women's Sports Foundation Miller Tools for Success Sports & Academics

JULY 11, 1997 • $3.75 VOLUME 7 • NUMBER 23

THE HISPANIC Outlook IN HIGHER EDUCATION

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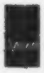

Founded in 1974 by Billy Jean King, with Donna de Varona as its first president, the Women's Sports Foundation offers scholarships, sisterhood, and strong advocacy for girls and women.

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Correction: The June 13 cover story was co-authored by Dr. Ansley Abraham, director, Southern Regional Education Board. The related photos were by Paula Lerner.

cover photos:
University of San Diego
California State University-Stanislaus

Navigating the Other WEB: Washington Education Bureaucracy

by Gustavo A. Mellander

With this issue, HO inaugurates a regular column by Washington-based Gustavo Mellander. HO's new columnist offers broad and deep experience as an educator and administrator—his years as president of a community college in a highly diverse, densely populated segment of New Jersey, and his years as university dean and professor in northern Virginia.

The Washington Education Bureaucracy (W.E.B.) is a potential gold mine of information if you can tap into the right vein. Navigating this other W.E.B., like navigating the Internet, can be a useful and effective way to gather important information about the most current piece of federal education legislation. Or it can be a frustrating, time-consuming journey through a complex maze of institutions, associations, departments, and interest groups that form an interlocking directorate.

I speak from firsthand experience. As I prepared to write this article, I explored magazines, phone books, and Web sites, and became inundated by the sheer number of individuals and institutions that are involved in federal education policy. Trying to find my way around a multilayered Washington Education Bureaucracy seemed at first impossible. Indeed, to compile a personalized database of important policymakers, government officials, and lobbyists inside Washington would be a daunting task.

Fortunately, an organization has already done the tedious work for us, collecting the names, the e-mail addresses, and the Web sites of all the major education associations in and around Washington.

The Council for the Advancement and Support of Education (CASE) publishes *The Washington Education Association Directory*, an exhaustive database of contacts, providing concise summaries of the history and mission of each association. Most important for readers of *Hispanic Outlook*, the individuals responsible for Hispanic and minority affairs are named as well. An index lists organizations by topics such as bilingual education, legislation, and diversity and minorities. (To order, call 1-800-554-8536; $24.00, shipping and handling included.)

Making initial contacts at education organizations—many of which are housed in the National Center for Higher Education (One Dupont Circle)—opens many doors. It is easy to compile lists of experts or specialists on federal legislation, governmental relations, or minority affairs. Just as you might save a good Web site with a bookmark on your computer, so you can begin to customize your own personal yellow pages of key contacts.

In the W.E.B., Congress, of course, is responsible for enacting laws. To learn more about federal legislation such as the Higher Education Act and Hispanic Serving Institutions (HSIs), start with the Congressional Hispanic Caucus [phone: (202) 543-1771; www.chci.org]. It lists the members of the Caucus, including specific task forces on education, language promotion, immigration, affirmative action, and civil rights. The home page connects to citations about specific members of the Caucus, providing basic biographical and electoral information. Consider adding the Democratic National Committee's Hispanic Caucus [(202) 863-8000] and the Republican National Hispanic Assembly [(202) 662-1355] to your lists.

Let's move from Congress to the executive branch of government. The most notable connection to the president is the Advisory Commission and White House Initiative on Educational Excellence for Hispanic Americans [(202) 456-2930]. See especially the report: *Our Nation on the Fault Line: Hispanic Americans and Education.* The Commission has a small staff, headed by Special Assistant Edmundo DeLeon. Dedicated to providing more information about Hispanics and education, the White House Initiative Staff may be contacted by phone [(202) 401-1411] or e-mail (WHITE_HOUSE_INIT_HISPANIC_ED@ed.gov).

Our Nation on the Fault Line is currently the most prominent educational report about Hispanic students to be published under the Clinton presidency. DeLeon is hopeful and optimistic that leaders will begin to promote and implement the policy recommendations of the report. Secretary of Education Richard Riley, according to DeLeon, "embraced the report...and was with the chair of the commission when they presented the report to Vice President Al Gore, and he also reiterated the support that the department would have to make these changes."

DeLeon notes that the Clinton administration "has come along and said, 'We're not going to replace the focus on business and industry, but we're going to complement it with a focus on the community.'" As an example of this focus on community-government partnerships, DeLeon highlights the America Reads program: "We are now partnered with three commissions, one in Los Angeles, one in New York, and another commission that has learning sites in Kansas and Houston. America Reads...will be occurring in these Hispanic communities."

In keeping with Gore's "reinventing government" theme and Clinton's promise to decentralize the federal government, the report on Hispanics in education is a good example of a federal report that is long on both policy proposals and the president's distinctive political philosophy.

As part of the executive branch, the White House home page (www.whitehouse.gov) has sites dealing with useful social science statistics. Some key data include high school completion rates for American students from the 1994-1995 school year. Among 18- to 24- year-olds, 90.7 percent of whites, 83.3 percent of Blacks, and 61.8 percent of Hispanics finished high school. Such sobering statistics corroborate the findings in *Our Nation on the Fault Line* and underscore the educational plight of Hispanic children nationwide. If 40 percent don't complete high school, how many more will never complete college?

The best part about the White House home page is its currency. This past spring's "White House Conference on Early

Childhood Development and Learning: What New Research on the Brain Tells Us about Our Youngest Children" was an important event for the Clintons. Immediately after the conference, several Web pages were set up, including practical suggestions to "promote responsible parenthood." Full-text copies of both the president's and first lady's remarks were online. (Complimentary, abridged copies of the *Carnegie Task Force on Meeting the Needs of Young Children* may be obtained from Carnegie Corporation of New York, P.O. Box 753, Waldorf, MD 20604).

Arguably the most byzantine institutions in Washington, the federal departments are nevertheless important agencies that plan and implement education programs for the entire nation. It is surprising to discover that education programs are housed not only in the Department of Education but in many other federal agencies. Various departments think of education as a shared responsibility and offer a wide variety of programs.

In fiscal year 1996, the federal government invested $70.9 billion into education programs, with the Department of Education spending 42.9 percent. The remainder was spent by other federal departments and agencies, including agriculture, interior, defense, labor, veterans affairs, health and human services, and energy. For more information on federal education statistics, call (202) 219-1688 or access the National Center for Education Statistics' home page on the Web: http://www.ed.gov/NCES/.

The best way to stay on top of the latest legislative breakthrough on Capitol Hill or the newest federal education program is by reading Newsnet (for subscription information, call: 1-800-953-0122). In many ways, Newsnet is the America Online of education: it is an industry giant providing subscribers ($19.95/month) with resources such as *Education Daily*, a day-to-day report on the efforts of Washington insiders—politicians, lobbyists, bureaucrats, and policymakers—to make, and to sell, new education programs. Few publications—print or electronic—rival *Education Daily*'s currency.

To navigate the W.E.B. effectively, narrow your search, and then use the best available resource—a phone number, an e-mail address, a Web site—to make a contact. I've provided some resources and searching tips that were valuable during my own trek through the Washington Education Bureaucracy. Most important, a customized database of names, phone numbers, e-mail addresses, and Web sites will be a useful research tool for future reference.

In upcoming articles, more contacts inside the W.E.B. will be explored, the better to understand how to affect education policy in Washington and how to access existing programs designed for Hispanics.

ASSISTANT DIRECTOR

Minority Affairs. Responsible for assisting with academic retention programs. Duties include coordinating the New Student Enrichment Mentor Program and the Adjusting to College Life seminars, supervision of the Peer Advisers, academic advising for students in the Graduation Retention Improvement Program, and assisting with the College Education Enhancement Program and other Minority Affairs office programs. Required qualifications include Bachelor's degree; three years relevant experience with retention programs; willingness to work evenings and weekends; demonstrated ability to work effectively with students of color; strong oral and written communication skills; and ability to adapt to a complex and dynamic work environment. Desired qualifications include Master's degree; experience with comprehensive university settings; and familiarity with student information systems technology and software. ***Screening begins June 27, 1997 and continues until position is filled.***

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More Than a Passing Interest

Basketball Is Spoken in Many Languages

By Ed Brennen

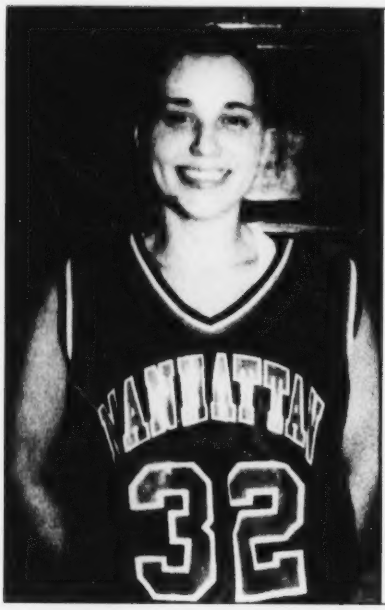
As a young girl growing up in Barcelona, Isabel Gonzalez idolized former Los Angeles Laker guard Earvin "Magic" Johnson. Watching the NBA games on Spanish television, Gonzalez marveled at Magic's no-look passes, his unselfish style of play, his love of the game. The very fact that Gonzalez worshipped a basketball god a half a world away gives you a little insight into the game's worldwide appeal. There were plenty of hoop superstars in her own native country, but Gonzalez was open to international idols—unlike some fans on the other side of the Atlantic Ocean.

"Here in America, the problem is that they care about people here, and that's it," Gonzalez says. "If the players don't come here, if they don't play here, nobody knows about them."

Gonzalez, now 26 years old, knows of what she speaks. She is one of those players who came to the United States to share her international basketball skills, playing guard for the Borough of Manhattan Community College (BMCC) in New York City. Her journey began five years ago, and while every little detail wasn't mapped out like a coach's pick-and-roll play, the end result has been as successful and convincing as a Shaquille O'Neal slam dunk.

"I didn't think I wanted to stay here," says Gonzalez, who came to stay with family friends in New York City back in 1992. "I just came for a year. As a teen I didn't speak English at all, but then I went to school to learn it. In nine months, I was able to converse with people."

A friend soon told Gonzalez about BMCC, a school with 17,000 students that ranks fourth in the nation in awarding associate degrees to Hispanic students. While going to school wasn't on her mind at the time, Gonzalez was accepted and quickly enrolled. In addition to learning computer skills at another school, Gonzalez began working toward an associate's degree in special education.



With two new professional women's basketball leagues in the United States—the Women's NBA and the American Basketball League—Gonzalez can see a day when she's running the floor once again.

"Leaving home was scary at the beginning, but now it's okay. It's fun," says Gonzalez, who left behind five brothers and sisters and both parents in Barcelona.

"It wasn't something really new for me because I'm from a big city. I love New York. It's bigger than Barcelona, but it's safe because it's so alive."

After nine months with her family friends, Gonzalez moved out on her own and began working to put herself through school. Things were starting to roll now, but there was still something missing—that game she loved watching Magic play. That game she learned to play as a school girl in Barcelona, first in elementary school and then for three years with private club teams as a teenager.

"I decided to play as a hobby here," says Gonzalez, who joined the BMCC Lady Panthers in 1994. "It's always been my favorite sport. I play soccer, I swim, I play handball, volleyball, but basketball's the sport I really enjoy. I didn't want to stop playing because that's the sport I'm in love with."

And you could say that Gonzalez found a perfect match with the Lady Panthers. As a senior guard this season, Gonzalez helped lead BMCC to a 27-0 regular-season record and the No. 1 ranking among women's community college basketball teams in the Junior College Athletic Association. The Lady Panthers went on to win the Region XV Tournament last spring at Suffolk

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Community College, advancing them to the national tournament. That's where the magical ride ended, however, as BMCC was upset in the first round by Monroe. The Lady Panthers went on to win two consolation games for a final mark of 32-1.

"We had a great season," says the 5-foot-8-inch Gonzalez, who led the team in both assists and three-point shooting this year. "I knew we'd have a great season this year. We were like a family. They're my sisters. I'll miss that a lot."

And the Lady Panthers will miss the graduating Gonzalez, who came off the bench to give the team an up-tempo spark on offense.

"She leaves some very big shoes to fill, a big void in our program," says second-year BMCC head coach Rodney Carr, who was impressed not only with Gonzalez's skills on the court but also with her ability to balance school, a job, and basketball. "She did an outstanding job. She leaves the kind of attitude and work ethic we expect from the players."

Carr says he could definitely see hints of Magic Johnson's game when Gonzalez had the ball. "She would come down the court, look one way, and go behind that back the other way," Carr marvels. "She would throw passes from one foul line and thread the needle at the other basket. Or she'd go all the way around her back and bounce the ball between her legs and over her head. It took her teammates a little while to get used to the passes."

But once they did, they learned firsthand that the game of basketball can be spoken in many different languages. "People don't realize here in America that in Europe we play really tough basketball," Gonzalez says. "They think it's soft, or [that we] don't play at the same level because we don't have the NBA. We have pretty tough players. They don't broadcast any games here, and they should. In Europe, everyone knows the players here."

Not only has Gonzalez found herself as an unofficial spokesperson for international basketball players but for women players as well. "When people look at me, they don't think that I play ball. They don't realize I know how to play ball," says Gonzalez, who can quickly change their opinion by hitting some long-distance three-pointers over their heads. "It's bad because you don't have to judge somebody by the way they look. You don't look like a basketball player.…It doesn't matter. You have to see me play."

"I don't pay attention to my background," she adds. "When I come to play the game, I try to do my best no matter what. The way you look, I don't pay attention to that."

Things continue to look good for Gonzalez, who has a 3.20 grade point average and plans to graduate from BMCC this summer. From there, she wants to transfer to a four-year college. She recently visited Lincoln Memorial College in Nashville, Tenn., and she's not adverse to moving to a completely new and different part of the world. She's done it before.

Gonzalez realizes, however, that she will have to hang up her basketball shoes to concentrate on her degree in special education. "I'm going to be very focused on my studies instead of playing ball," she says.

But that doesn't mean she will forever abandon her no-look passes and three-point touch. With two new professional women's basketball leagues in the United States—the Women's NBA and the American Basketball

continued on page 12

> **"She would come down the court, look one way, and go behind that back the other way. She would throw passes from one foul line and thread the needle at the other basket."**
>
> Rodney Carr,
> head coach,
> women's basketball,
> Borough of Manhattan
> Community College

Closer to a Dream

Luis Cantu, Concordia Soccer Coach

by Ed Brennen

It was nerve-wracking enough playing in front of 103,000 screaming soccer fans. But to have them all rooting against him ...well, that was almost too much for Luis Cantu.

The year was 1974; the place, Mexico City's Azteca Stadium. Back then, Cantu was just an 18-year-old goalkeeper for the Division 2 Victoria Correcaminos (Roadrunners), the professional soccer equivalent of a triple-A baseball team in the United States. The end of the season was drawing near, and both goalkeepers had gone down with injuries on the big-league club. So the team called Cantu up to Division 1, where he got a brief two-game taste of Mexican professional soccer.

"You can't even explain it to people, playing in front of a hostile crowd that large," the 41-year-old Cantu says today, recalling the highlight of his storied soccer career. Cantu's team lost that day, and it was because of a mistake he made in goal. "But it was still a highlight," he says.

And the highlight reel is still running. This spring, Cantu signed a one-year contract to coach the Concordia University men's soccer team in Austin, Texas, the city he has called home since he was 11. It is a part-time position for the full-time soccer fanatic, but it still moves him a step closer to his ultimate goal of coaching in the professional ranks. "I've been coaching a long time on a volunteer basis, even with semi-pro teams, and I never got a salary," says Cantu, who most recently was head coach of Austin's Extreme Women's Soccer Club, a Division 1 team comprised of some of Austin's best women players. "My goal was to coach at the college level or higher. I hope this is the first step."

Cantu first stepped onto a soccer field as a child in his native city, Victoria, in Tamaulipas, Mexico, about a five-hour trip from Texas. As with most other countries, soccer was (and still is) The Game in Mexico, and Cantu instantly fell in love with the goalkeeper position. The playing field changed in 1967 when Cantu was 11, as his mother moved the family from Mexico to Austin to live with his stepfather. Cantu had already finished grade school at that point, but with the English language to master, he began his U.S. schooling in the fourth grade. By the seventh grade, Cantu had come so far with his English that he was bumped up to the ninth grade, and after graduating from high school, he went on to spend one year at Texas A&I University.

In the meantime, Cantu began playing soccer at the amateur level in 1972. Five years later, in 1977, he joined the U.S. Army. It was there, while stationed in Germany, that he got his first coaching experience. From 1981 to 1983, Cantu was a player/coach for the Company F U.S. Army Soccer Team, the military's all-star squad that played games all over Europe against other military companies.

His military tour of duty completed, Cantu returned to Austin in 1984 and began to work as an office machinery technician. He also became involved with the semi-pro Europa Soccer Club, a Division 1 women's team that later became known as Soccadillo, and then the Extreme Women's Soccer Club. Cantu led the Europa Soccer Club to second place finishes in the state finals in 1989 and 1990, as well as a third in the National Cup in 1990. In addition, Cantu was coach of the Women's State Select Team in 1988 and 1989.

> *"It's a different game at each level. They have the conditioning and the skills, but they have to learn how to be physical."*
>
> Luis Cantu,
> soccer coach,
> Concordia University

It was with the Extreme Club that Cantu met his wife of three and a half years, Kristi. She was trying out for the club and, needless to say, she made it. The couple, which has two daughters and three sons, has been running the team for the past several seasons, volunteering their time to keep it going. "There's 98 men's club teams in Austin and 65 women's club teams," Cantu says. "Per capita, it's the biggest in Texas."

Despite the popularity, Cantu says he had trouble fielding enough players in recent years, drawing an average of 16 to

17 players per season. "This was the worst year in terms of wins and losses and turnout," he says. "It takes a lot of time and money. But we've been lucky the last couple of years. The club has stayed together pretty well."

As if Cantu didn't get enough soccer while playing and coaching the club team, he is also certified as a Division 1 referee for the National Collegiate Athletic Association, working games in the Big 12 Conference. In fact, he was officiating a Concordia men's soccer game last season when he first got wind of the team's head coaching position, which was about to be vacated by part-time coach Michael Butterfield.

"He mentioned it after a game last year," Cantu recalls. "He said, 'You should apply for it. I know you know the game.'"

Cantu got his resume together, but he never took it down to the school. "I was real involved with club," he says.

Later this spring, when a former Extreme player enrolled at Concordia mentioned to him that the school still needed a coach, Cantu gave it a second thought. Finally, Concordia athletic director Linda Lowrey called him personally and said, "We'd like you to turn in your resume. If it were up to me, I'd hire you right now. But we need to run it by the president."

The president, David Zersen, seemed to like what he found because two days later the school called Cantu for an interview. He signed a one-year contract on April 23.

"We are pleased to have someone of Luis's caliber to take over the head coaching duties," Zersen said at the time of Cantu's hiring. "With his experience in the Austin area and elsewhere, we are extremely optimistic about the prospects of the program."

Cantu inherits a young team from ex-coach Butterfield, Concordia's vice president of resource development. The team was formed two years ago by Butterfield, who basically went from dorm to dorm looking for walk-ons interested in playing Division 2 college soccer. The Tornadoes, who play in the Heart of Texas Conference, are coming off a 7-9 season, but Cantu says they are not too far away from vying for a playoff spot, be it in the NIAA or the Division 2 playoffs. Having refereed several of their games over the past two years, Cantu says he already knows the Tornadoes' strengths and weaknesses.

"Every game I refed, they lost in the second half," Cantu says. "They kept running out of gas. They just didn't have the depth."

Cantu has already met with his 10 returning players and given them their workout plan for the summer. He advises them to follow it closely so the dreaded daily-doubles at the end of the summer are less painful. "My goal is to get the team competitive and physically fit for 20 games," says Cantu, whose Tornadoes will play four games in the first six days of next season. "If we can come out of the first week without any injuries, we'll be okay."

Cantu's officiating experience should certainly give the Tornadoes a leg up when preparing for the competition. "I've seen all the schools we'll be playing. I know the coaches' philosophies," he says. "Ninety percent of the coaches are real good friends."

But Cantu knows coaching at the college level will take a few adjustments. For one, the rules do not allow college coaches to yell instructions from the sideline. All coaching must be done beforehand, during halftime, or through instructions given to substitute players. For a former goalkeeper accustomed to barking commands throughout the game, this might take some getting used to. "I always make one of my captains the goalie," Cantu says. "You can see the whole field, see what you're doing and what you're not."

Cantu says there are two kinds of soccer goalies in this world—the showy type who makes the highlight-film saves, and the intelligent keeper who uses good positioning to make every save look routine. "When I first started, I was a showman," Cantu says, "but I became more of a position goalkeeper. I made some great saves every once in a while—you get a guy who places the ball where he wants to—but the last three or four years, I knew how to play an area."

It's this same type of preparation that Cantu hopes will lead Concordia to the next level of college soccer. It's a young program, but through conditioning and intelligent play, Cantu thinks the Tornadoes can soon take the Heart of Texas Conference by storm. "It's a different game at each level. They have the conditioning and the skills, but they have to learn how to be physical," says Cantu, who adds that he doesn't feel any undue pressure to produce a winner overnight. "I'd love to give them a winning season, but I'm here for the kids. I'm in the coaching business because of the players."

A Sporting Chance for Women

Foundation Fights for Equity

To help more girls benefit from the lessons taught on a college campus and on the playing field, the Women's Sports Foundation teamed up with the Sporting Goods Manufacturers Association for the fourth year and awarded the annual Linda Riddle/SGMA Endowed Scholarships to Latasha M. Morales of New Caney, Texas, and Heather D. Adams of Meridian, Idaho.

Morales just graduated from Splendora High School and has applied to Louisiana Tech. A versatile athlete, she played three sports, managed the volleyball team, broke the state record in powerlifting, made it to the state regionals for discus, and twice was named Most Dedicated Athlete in softball. She plans to play softball or powerlift in college.

Adams graduated from Meridian Senior High, her sport is volleyball, and her GPA is 3.76. She plans to pursue a bachelor's degree in sports administration and eventually become a physician.

The Riddle Scholarship was established to help young women athletes of limited financial resources pursue sports in addition to their college studies. Morales and Adams were recognized at the recent Summit '97 of the Women's Sports Foundation, a national nonprofit educational organization established in 1974 by Billie Jean King, and supported by Donna de Varona, its first president, and other champion athletes.

King founded the organization just two years after Title IX of the 1972 Education Amendments Act began to open playing fields to girls and women, and four years before high schools and colleges were required to comply. The Foundation routinely monitors Title IX and the controversies that IX sometimes generates, as well as conducting groundbreaking research into the impact of sports and the lack of sporting opportunities on women as girls and as adults. Its publication, *Playing Fair: A Guide to Title IX in High School & College Sports*, succinctly explains the history, ifs, ands, and buts of the legislation.

In celebration of the 25th anniversary of Title IX, the Foundation plans to issue a "report card" based on data generated by the Equity in Athletics Disclosure Act, which took effect in October of '96. The report card will list all colleges and universities and reflect how well they are providing for women's sports, including not only participation but also operating budgets, scholarships, recruiting expenditures, and coaches' salaries by gender. In a recent Foundation publication, writer Julie Sommer reports, "Some newspapers have collected this data from educational institutions in their area, and these snapshots reveal widespread violations of Title IX."

The foundation's well-documented 1989 report, *Minorities in Sports*, explored uncharted waters, revealing findings that ran counter to much of the conventional wisdom. The research tracked 14,000 Hispanic, Black, and white high school students from their junior year through four years past high school graduation.

Among the findings: Hispanic female athletes were two to four times more likely than their nonathletic peers to attend and stay in college. The same did not hold true for Black female athletes, who fared no better nor worse than their nonathletic peers. Hispanic female athletes—particularly those from rural high schools—were more likely than their peers to score well on achievement tests, to report high popularity, to stay in high school, to seek a bachelor's degree, and to make progress toward that degree.

Hispanic athletes from rural schools were almost five times more likely than their nonathletic peers to be attending four-year colleges two years after high school.

The Foundation tracks leadership and employment statistics related to sports as well, recently citing interesting if discouraging findings from a nineteen-year update of an intercollegiate study. According to R. V. Acosta and L. J. Carpenter of Brooklyn College, in 1996, only 47.7 percent of women's college teams and one percent

WOMEN'S *Sports* FOUNDATION®

of men's college teams were coached by women. In 1972, more than 90 percent of the women's teams were coached by women. In 1996, only 18.5 percent of women's athletic programs in colleges were headed by a woman.

Foundation advocacy extends to monitoring media coverage of women's sports and offering women athletes, established and potential, opportunities for the networking and role modeling that are part of success. Many top women athletes have been part of the organization, including the current president, Olympic Gold Medalist Benita Fitzgerald Mosley.

Much of the foundation's work is accomplished through partnerships with enlightened corporations. A Travel and Training Fund, now supported by Ocean Spray, had as of mid-'96 awarded more than $700,000 to individuals and teams, grants that helped Olympic Gold Medalist Kristi Yamaguchi, Silver Medalist Picabo Street, and nearly 700 other women and 138 teams. Ocean Spray underwrites the succinct and fact-filled *Women's Athletic Scholarship Guide*. Reebok offers a Team Sports Grant to organizations serving girls, and more.

Other entities participate as "product partners," offering grants and awards, and underwriting research. Among them are Evian, research into rehydration in women's sports; Quaker, grants for exercise and nutrition research; Spalding, Team Ball grants; Budget Rent a Car, Leadership Development Grants for programs that train women as coaches, officials, and other leaders; Mervyn's Stores, scholarships for 100 high school seniors; RayBan and VISA, $4000 to $5000 internships for minority women athletes both in and out of school. The list of supporters is filled with familiar names: America Online, Continental Airlines, General Motors, Lily of France. Foundation headquarters are in Nassau County, N.Y., and expectations are that an International Center for Women's Sports & Fitness will be erected there down the road.

One College's Response to Title IX

The Florida Southern College board of trustees recently approved a $500,000 addition to the existing George W. Jenkins Field House. The physical plant addition means the college will be able to add women's soccer to its list of collegiate sports. The two-story addition will provide facilities for women's sports and office space for student athletes support services.

Athletic Director Hal Smeltzly commended FSC President Tom L. Reuschling and members of the board of trustees for the decision.

"The president and board recognized the need and stepped up to take care of the missing element in our effort to be in compliance with Title IX," Smeltzly said.

Title IX is the federal law that, among other things, mandates equity for female athletes. He explained that while the college has made great progress toward compliance over the past ten years, a recent Supreme Court decision not to hear an appeal by Brown University on a ruling that it discriminated against female athletes sent a message to all colleges.

"The Brown case made it clear nationwide that private colleges need to step up and complete their efforts to be in compliance, and to Florida Southern's credit, we have decided to be proactive rather than reactive," Smeltzly said.

"The improved facilities and addition of women's soccer should make us a model of gender equity in our athletic program," said Reuschling. He noted that Florida Southern has had an aggressive program in place over the years to be in full compliance.

One of the areas for Title IX compliance is that the percentage of athletes participating in sports should mirror the general student enrollment. According to the Florida Southern's NCAA Equity in Athletics Disclosure Act 1996-97, the college averaged a student enrollment of 55 percent women and 45 percent men. Fifty-eight percent of the athletes were men compared to 42 percent women. The addition of women's soccer is expected to bring the numbers up to a headcount of 95 male athletes and 90 to 95 female athletes. According to the *NCAA News*, a 1997 study of Division II schools showed the average number of male athletes was 65 percent and female 35 percent at most schools.

The 5500-square-foot project will be located on the southeast side of the Jenkins Field House. The first floor will consist of 2600 square feet for two women's locker rooms, an equipment room, a training room, and a coaches' dressing room. The second floor, 2900 square feet, will house athletic administrative offices, including a student academic advising office and conference room, an NCAA Compliance Office, the Athletic Director's Office, and secretarial/staff offices. The project will also include the redesign of the front entrance of the field house completed in 1965. Construction is to begin this month with expected completion in six to seven months.

Also coming into compliance will be the number of scholarships offered to male and female athletes. Currently, 29 scholarships are offered to both men and women. With the additional women's soccer team, the female scholarship number will increase to 32.

"One of the major goals of President Reuschling when he came to Florida Southern three years ago was to address diversity and gender equity issues in athletics. I'm pleased to be a part of this giant step towards accomplishing that goal," said Smeltzly.

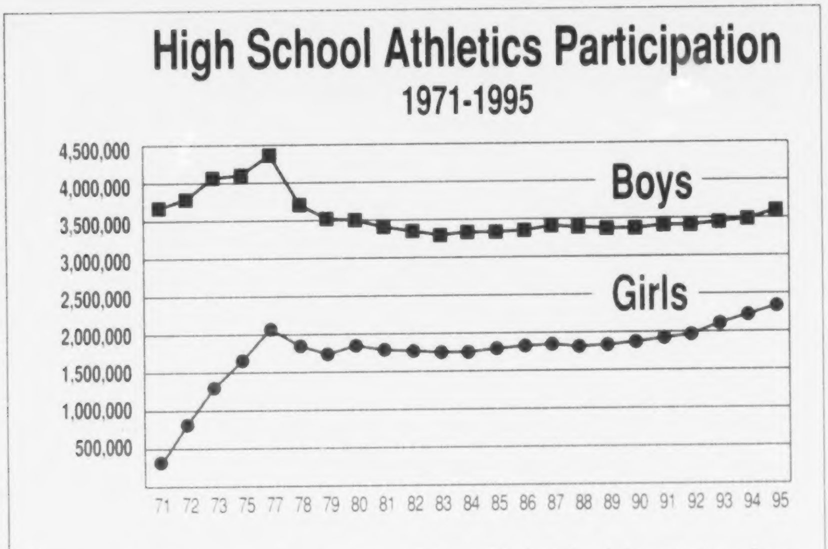

Figure 1: from National Federation of State High School Association data, 1971-1995

Information on grants, scholarship deadlines, and more is available through the Foundation, which offers as well a speakers bureau, magazines, fact sheets, videotapes, and research reports.

The organization's executive director is Donna Lopiano, Ph.D.

Toll-Free Information Line: 800-227-3988. E-mail: wosport@aol.com

Web Address: http://www.lifetimetv.com/WoSport

This article was prepared in cooperation with the Women's Sports Foundation.

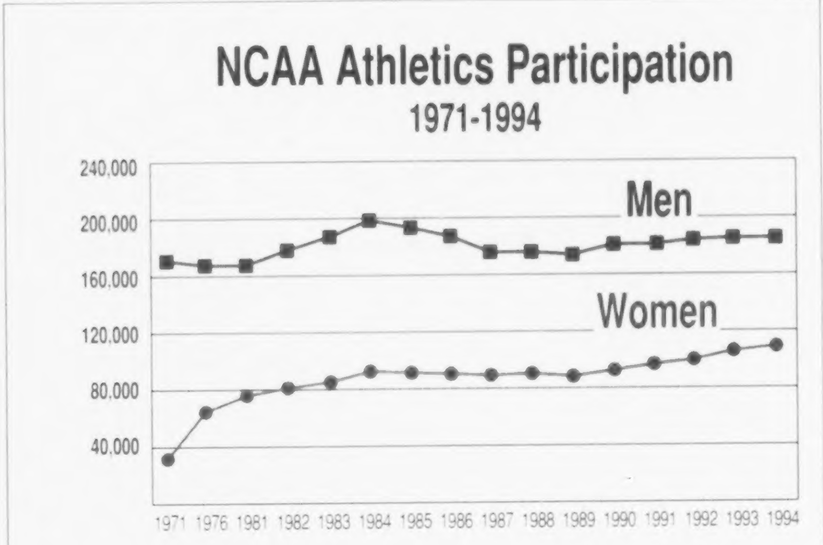

Figure 1: from NCAA data 1971-1994

continued from page 7

League—Gonzalez can see a day when she's running the floor once again.

"I do dream a lot about it," she says. "What I want to do now is go to school, finish my major, get a career, and then I will think about it. If I have the chance at that time, I think I'm going to try. Definitely."

After all, that's what coming to the United States has always meant to Gonzalez. The opportunity to succeed, the chance to shine.

"I never thought I would get to where I am right now, at this level," says Gonzalez, who recently spoke to a former teammate back in Barcelona. "She said, 'I couldn't imagine you being at that level and me back here, practically worse than before.'

"Over there you study or work. If you work, you can dedicate only so much time to studying or playing ball. You don't have the opportunities like here. There, you have to decide what to do with your life."

Here, they never know what Gonzalez might do with the ball.

Sports and Academics Make a Winning Combination

Rowing and Pitching Provide Opportunities

Sally Moreno is counting on her Washington State University (WSU) education to help her see the world.

The 1994 high school graduate is a WSU junior, majoring in advertising with minors in business and Spanish. Once she graduates, Moreno wants a career that requires her to travel between the United States and Mexico or Central America.

"I want to get out and see another part of the world. I haven't really been anywhere," Moreno said, referring to her California and Washington upbringing.

Moreno attends WSU with an Alumni Leadership Scholarship, a Glenn Terrell Presidential Scholarship, a *Seattle Times* Blethen Family Minority Scholarship, and an Athletic Grant in Aid Scholarship, which she receives as a member of the varsity crew team. She is one of 2,500 students receiving scholarships at the university, thanks to Campaign WSU, a $250 million fundraising effort to which donors contributed more than $263 million.

Moreno also received the Whatcom Hispanic Organization Scholarship, which is offered to students from both Whatcom and Skagit, Wash., counties. The scholarships are a particular blessing because she has four younger sisters, including one who will enter Western Washington University next fall.

(Watermark)

> *"Crew practice is 20 hours a week, so I had to learn not to leave my homework to do at night like I would have done in high school."*
>
> Sally Moreno,
> Washington State University

In high school, Moreno spent many hours researching the kinds of scholarships that were available. "It was like a full-time job," she said. "With all that effort, I expected some scholarships; I also expected to take out loans."

Moreno has worked for the past five summers for "Best SELF," an educational program for kindergarten through eighth grade students that promotes summer education, learning, and fun. This summer, an advertising internship will take her to San Jose, Costa Rica.

"I'm really looking forward to spending my summer there," Moreno said. "I'm eager to learn about the people, the culture, international advertising, and I'm especially looking forward to using my Spanish skills."

With the trip still a ways off, Moreno kept busy with the WSU Varsity Crew as the coxswain for one of the Varsity Four boats.

"I'm the one that does the steering and coaching in the boat when the coach can't be there," she explained.

Moreno is dedicated to Cougar Crew, which has taught her time-management skills. "Crew practice is 20 hours a week, so I had to learn not to leave my homework to do at night like I would have done in high school."

Moreno became involved with crew shortly after coming to WSU. As a first-year student, she attended a meeting where former members of the

Coronado is a starting pitcher on Lehman's varsity baseball team, a team that won the CUNY championship last season. Corónado pitched the final game—a 5-0 shutout in Yankee Stadium against the College of Staten Island.

novice boat—who were advancing to the varsity team—spoke about their experiences.

"What I liked most was that they seemed to have such a close bond," she said. It's an experience she now knows firsthand. "We drive an hour to get to the Snake River each day, including Saturdays. It gives us the chance to talk and mingle, or sleep; it's like one big happy family."

Juan Coronado

Juan Coronado graduated from Brooklyn Technical High School in 1992, attended Pace University for two years, but ended up transferring to Lehman (N.Y.) College in order to play baseball and to take advantage of the college's strong programs in the sciences and technology.

While Coronado was always good at computers in high school, he still wasn't quite sure what he wanted to do for a career.

"I've always excelled in science, too, and when I got to Lehman, the faculty convinced me I would find even more opportunities with a career in science," said Coronado.

"I realized that whatever field of science I went into, I would also be using computers. So what I had learned up to then would still be helpful. Now I'm a biology major, and this year, I'll decide whether to go to graduate school or medical school.

Coronado is a starting pitcher on Lehman's varsity baseball team. The team competes in Division III of the NCAA and won the CUNY championship last season. Coronado pitched the final game—a 5-0 shutout in Yankee Stadium against the College of Staten Island.

"It was a big thrill, pitching in Yankee Stadium," said Coronado. "But it was a bigger thrill to win the championship."

Coronado said that his family has always stressed the importance of getting an education. His father works as a carpenter and his mother is a seamstress. They live in the Greenpoint-Williamsburg section of Brooklyn. Even though the commute to Lehman on the L and 4 trains takes about 35 to 40 minutes, Coronado knows that the opportunities are worth the struggles.

As a scholar-athlete, Coronado serves as a role model for his two younger brothers and for other relatives who share the family pride in his accomplishments.

"My family comes from a rural area in the Dominican Republic, where I was born," said Coronado. "My parents still miss the Dominican Republic—because so many of our relatives are there. I want to stay in touch with my roots, but this is my home. I think and feel like an American. I plan to become a U.S. citizen. I want to vote. I want to have a say in my community."

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The Department of Psychiatry of the Colleges of Human Medicine and Osteopathic Medicine, Michigan State University, is pleased to announce tenure stream positions at the Assistant and Associate Professor levels. Physician applicants must be M.D. or D.O., Board certified or eligible in Psychiatry, with 3-5 years experience. Non-physician applicants must have Ph.D. or equivalent, 3-5 years experience, and a record of extramural research funding. Departmental and College commitments to geriatric services research, telecommunication, and distance learning offer prospective applicants the opportunity to become involved in multidisciplinary initiatives. Initial research support dollars are available. The Colleges of Human and Osteopathic Medicine have an extensive, well developed statewide campus system available for multi-site projects. Michigan State University is located in East Lansing and offers a wide array of cultural, athletic, and recreational opportunities. School systems are excellent. Prospective candidates should send letter of application and resume by August 1, 1997 to:

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Miller Brewing Success with Unique Awards Program

Company Buys Tools for Talented Vocational Students

Companies around the nation have been cutting their work forces in order to trim their operating budgets. Miller Brewing Company has been expanding its budget in order to help vocational students land jobs on graduation.

Miller is delivering that help through a unique "Tools for Success" program through which students are given up to $5,500 in the tools of their trade.

"Vocational graduates are eager to get to work upon graduating, but with over 90 percent of the graduates, their employment hinges upon their having their own tools. They end up having to work as long as 24 months in lesser jobs just to earn the money to purchase their tools," said Victor Franco, Miller's Community Affairs Manager.

Miller created the "Tools for Success" scholarship program in 1992 to assist vocational students around the country, hoping to make a positive impact on the communities in which it operates. Tried first in Los Angeles, the program expanded to include 11 other cities, with the inclusion of Fresno, Calif., in 1996, and Atlanta, Puerto Rico, and San Antonio in 1997.

Since its inception, the program has helped more than 550 vocational students to enter their chosen fields armed with the equipment they need for professions ranging from consumer electronics to fashion design.

Recipients are selected based on their individual need, their grade point average, and their potential to succeed in their chosen profession.

The awards ceremony for the San Joaquin Valley was held recently at Fresno City College. The total contributed by Miller to the Valley for the second year in a row will exceed $70,000. A look at the area's past recipients gives evidence of the program's success. More than 90 percent of last year's Tools for Success winners are presently employed or enrolled in further schooling that will help them to increase their knowledge of their chosen field.

> *Since its inception, the program has given more than 550 vocational students the equipment they need for professions ranging from consumer electronics to fashion design.*

A 1996 winner in the Engine Performance category, Guillermo Hernandez, moved to California from Mexico at the age of 21. "This was a very critical stage in my life because I had to take whatever job was offered to me in order to meet the needs of a large family," says Hernandez.

"Receiving Tools for Success has made a difference in my career. It facilitates my ability to repair the cars I work on. I use my tools every day, and they help me to work faster and do a better job," he says. Hernandez feels a sense of fulfillment now that he is able to compete in his workplace.

"I feel very grateful to Miller Brewing Company. They have helped me gain confidence in my on-the-job expertise," adds Hernandez.

Another recipient, Sam Hernandez, from Clovis, Calif., majored in Auto Technology at Kings River Community College. Hernandez hopes to open his own auto repair shop, and his Miller award has moved him much closer to his goal.

Hernandez, who has experienced unemployment in the past, says he is devoting as much time as possible to using the tools he was given and realizes the importance of maintaining a healthy attitude toward learning. He credits Tools for Success with preparing him to have his own business one day. "Receiving the award has helped me toward achieving this long-term goal I have set for myself," he says.

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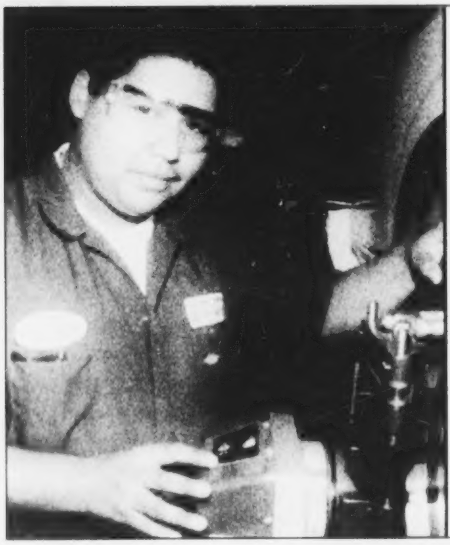
FOR SUCCESS ™



More than 90 percent of last year's Tools for Success winners are presently employed or enrolled in further schooling that will help them to increase their knowledge in their chosen field.

Shown is winner Armando Vargas, FCC Vocational Training Center

A winner in the Photography category, Melissa Jo Anderson, has launched her own business in Fresno. M. J. Photography opened its doors this year, and, Anderson says, "If it hadn't been for Tools for Success, I would not be where I am right now. It took me almost a year after receiving my tools to organize my business. The idea that someone would give you equipment... was fabulous."

Anderson specializes in animal photography and portraiture. She admits her choice of subjects makes it challenging, but she thrives on the chance to advance her career doing what she loves.

"I was thrilled to receive all of the highest quality equipment I needed to perform. It was a miracle to me to have that offered," says Anderson, who graduated with an associate's degree and a certificate in photography from Fresno City College.

Anderson is excited about her future as a professional photographer, confident in her ability to continue succeeding, and thrilled to know that her success will create jobs for others in her industry.

Many of the local graduates who are recipients of Tools for Success come from disadvantaged backgrounds: reformed gang members, children of migrant farm workers, and part of families living at or below poverty level. For many, it is the first time that someone in their family has achieved this level of education and proudly entered the labor force armed with recognized skills.

One recipient, 33-year-old Danny Dunigan, had overcome substantial hardships, among them a severe learning disability that resulted from nine years of seizures, to master his schoolwork and vocational training, helped by a father who read him his schoolwork every night. Dunigan was quoted as saying, "the program saved my life," but it seems more likely that officials recognized Dunigan as someone bound to make good use of its award. And indeed he did, becoming employed one month after receiving the Miller tools.

In Texas, the Alamo Community College District (ACCD) recently gathered the family and friends of its 27 recipients of "Tools for Success" scholarships. The winners included graduates in specialties ranging from horticulture to allied health to automotive technology. Criteria for selection were based on financial need, academic performance, and a personal essay.

Like their counterparts in California, many of the ACCD winners have overcome obstacles to go to college and are often working several jobs to pay for their education. Few have the means to buy the tools and equipment needed for employment after graduation.

However, as ACCD Chancellor Robert Ramsay notes, "This program gives graduates an opportunity to be productive members of the work force. They have a wonderful opportunity to move their careers forward."

This article was prepared in cooperation with W. S. W. Associates, Inc.

Five medical assistant graduates at San Antonio College check out the uniforms, scrubs and medical equipment they received from Miller Brewing Company.

Ray Blanco Museum Careers *La Hija de Rappaccini* Teaching Hispanic Females Success Stories

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THE HISPANIC Outlook IN HIGHER EDUCATION

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***OUTLOOK* ON WASHINGTON: CAPITOL VIEW**

A Must Read Trilogy: *Nation at Risk, Quality Counts, What Matters Most*

by Gustavo A. Mellander

Government policy reports rarely go on to become best-sellers. At best, those publications might find a niche among a specialized group of policy workers, crunching numbers deep within the bowels of some federal department.

Fourteen years ago, in 1983, the Government Publishing Office was busy printing a report entitled *Nation at Risk*. It resonated not only among Washington insiders but also outside the beltway in public schools, institutions of higher education, centers of state government, media circles, and throughout many American communities.

America was viewed by many as a nation at risk, a nation imperiled by a public education system that was a dismal failure. Urban and rural areas came under specific scrutiny and criticism. Since most Hispanics attend public schools in one of those two geographic regions, their education opportunities were not only limited but substandard.

Nation at Risk was a watershed government report. It opened the floodgates of reform. Throughout the 1980s, governors and state legislators moved ahead, guided by the recommendations in *Nation at Risk* to reform public education. States, from New York to Kentucky to California, implemented new measures—merit pay, public school choice, standards of learning—in the hopes of saving the ailing public education institution.

The report had summed up the clear shortcomings of the system and unleashed a torrent of educational reforms intended to halt the advancing "tide of mediocrity." Widely read by experts and laypeople, it identified many issues that affected the education received by Hispanics. Subsequent reforms helped all Americans.

Now, in 1997, two new policy reports on the state of education in America have appeared. Their impact promises to be as great if not greater than that of *Nation at Risk*. The first, *Quality Counts*, is an exhaustive, extensive, and encyclopedic assessment of five key indicators of educational vitality: 1) standards and assessments; 2) quality of teaching; 3) school climate; 4) resources; and 5) student achievement.

While *Quality Counts* is wide in focus, the second publication, *What Matters Most: Teaching for America's Future*, focuses intensively on teachers, teaching, and teacher education. In tandem, both of these highly readable policy reports are elaborations on, and extensions of, key reform measures rooted in *Nation at Risk*. In that sense, they are like sequels to a best-seller, and as a trilogy, all three ought to be read by Hispanics. They have much to tell us.

They are already being carefully studied and consulted by policymakers in Washington, D.C. They will have an impact on the future. Those interested in helping to improve the quality of the education that Hispanics receive can glean useful information in these two reports. Not only do they expose reality, but they also provide useful examples of what works.

A National Report Card

Quality Counts surveys American education. The first page on "The State of the States" provides a national report. Notwithstanding the disparities in grades among states, the nation as a whole performs poorly. The overall grade for "Quality of Teaching" is a "C." For "School Climate" (class size, violence, parent involvement, etc.), states earned an average grade of "C–." For specific information on how each state is doing, writers give a detailed report card on each of the 50 states, including a graph showing student scores on the National Assessment of Education Progress (NAEP) exam. In specific, scores in fourth grade reading and eighth grade math are included. One of the strengths of the entire report is this balance between the general and the specific, between the nation and the states.

Quality Counts is particularly important for those of us who want to insure fairness, equity, and excellence in public education. For example, one important subsection of the report, "Examining Race and Demography," highlights the huge discrepancy between fourth grade reading scores of Hispanic students attending schools in Texas and California. In Texas, 41 percent of Hispanic students read at a "basic or above" level on the NAEP. Only 22 percent of the Hispanic students in California scored at that level. Among fourth grade Hispanic students from disadvantaged urban areas, 44 percent of the students in Texas scored at "basic or above" on the math test. For California, only 27 percent achieved at those levels.

As I read this, I was baffled and appalled. Why did such disparities exist? Are Latino students in Texas that much smarter? Of course not; such a hypothesis would be silly. A bar graph in "School Climate" clarified the issue. It lists the percentage of K-6 classrooms of fewer than 25 students. In Texas, 90 percent of the teachers had fewer than 25 children, ranking it number two in the U.S., right behind Oklahoma. By contrast, 7 percent of the teachers in California had class sizes under 25, the worst percentage in the entire nation.

Many have long seen a correlation between class size and academic achievement. *Quality Counts* provides further evidence for thoughtful discussion if not actual conclusions. Unlike *Nation at Risk* report, we can participate in the conversation about reform; we are provoked, not ordered, instructed, not scolded.

Teaching and America's Future

In a similar vein, *What Matters Most: Teaching for America's Future* lays out an abundance of quantitative and qualitative data. The in-depth focus on teaching also leads to a deeper understanding of how to train teachers and how to maintain excellent standards in the teaching profession. To complement the analysis and description, the authors include highly relevant facts, data, and numbers. Its qualitative data are impressive and clearly presented. Especially important was the comparison between the achievement of children in particular American states and children in other countries. We typically hear about how poorly we perform as a nation in standardized math and science tests. That dismal record continues. In part, low

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Ray Blanco: On the Cutting Edge

TV Producer Earning Recognition

by Gary M. Stern

At least one Hispanic independent producer is doing something about the glut of sitcoms on television that feature dysfunctional families and the dearth of real-life shows about Latino/as. Ray Blanco, who launched and runs Cutting Edge Entertainment, an independent production company based in Plainfield, New Jersey, is proving that television shows about Hispanics can garner awards by exploring ethnic issues. "American Pulse," a documentary that highlights the immigrant population adapting to America, earned three Emmy nominations this year.

After 16 years as a television executive for stations such as WNYW-TV in New York and KCAL-TV in Los Angeles, 42-year-old Blanco was tired of corporate politics. In 1992, he launched Cutting Edge Entertainment to create "socially relevant and economically feasible programming." He wanted to produce documentaries and entertainment about "what's happening in America today, encompassing all of multicultural programming—including shows about Hispanics, Blacks, Jews, whites and Asians."

Getting documentaries produced on network television, which is increasingly motivated by ratings, is no easy task. Cutting Edge must convince broadcasters that there's a market for real-life ethnic dramas. "I'm attracted to real-life stories," said Blanco, who, rather than cautious and guarded like most TV producers, is very emotional when he talks. "But because of the system that exists in TV in this country, it is very difficult to get any project about Hispanics, black or white, produced," he said. If he were trying to get a special-effects film about the year 3000 produced, he would encounter fewer problems. But what attracts him is stories about immigrants who are engaged in struggles created by society.

After leaving WNYW in 1992, Blanco plunged much of his $40,000 severance package into financing "Artists in Exile," a documentary about four little-known Cuban artists, painters Carmen Herrera and Agustin Fernandez, and sculptors Roberto Estopinan and Daniel Serra-Badue. Raising an additional $30,000 through grants from AT&T and other corporations financed the project. "Artists in Exile" has so far been seen on 78 public television stations nationwide.

Blanco would probably have had an easier time financing a documentary on the better-known painter Botero, but Botero didn't trigger his creative juices

> **"No one teaches minority students the rules of breaking into the media. So many kids of color go into the industry and are doomed because they go in for the wrong reasons."**
>
> **Ray Blanco,**
> **producer,**
> **Cutting Edge Entertainment**

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or need the exposure that the unsung artists did. "Artists in Exile" focuses on four Cubans who emigrated to the United States, spoke little English, and yet managed to overcome their struggles to become artists.

In many ways, Blanco is finding subjects whose experiences mirror his own. He emigrated to the United States from Cuba in 1962, spoke no English, and vividly recalls the pain of being humiliated by a teacher in second grade when he couldn't speak English. He has been producing documentaries to portray the wrongs that he suffered.

"American Pulse," which aired on WPIX-TV in June 1996, was nominated for three Emmys: Outstanding Entertainment Program or Special, Outstanding Sports Programming (Segment), and Outstanding Programming for the Arts. The documentary focuses on successful Hispanics who surmounted the odds to attain the American dream: Rita Moreno, the only actress ever to win a Grammy, Oscar, Emmy, and Tony; pop singer Angela Bofill, who was raised in a Harlem housing project; Olympic gold medalist Oscar de la Hoya; and social activist and folk singer Joan Baez.

Why choose these four people? "You never see them on *Entertainment Tonight*," Blanco quipped. Moreno revealed the discrimination she encountered when shooting *West Side Story*. Baez discussed the personal price she paid for her political involvement. De la Hoya spoke of what his mother's death meant to him. Blanco gives WPIX credit for helping to finance the documentary and showing it in prime time. He describes the executives who greenlighted the show as "enlightened" decision-makers who possess a social conscience and are not totally driven by bottom-line issues.

As an independent producer, Blanco spends much of his time raising money for projects from public television, studios, corporations, and foundations. Financing a project involves "mortgaging your house if you have to," he added. Blanco corralled the financial support needed to produce a quarterly documentary, *Agenda for the Americas*, a public affairs show aired on WPIX in New York. *Agenda* asked why Hispanics were left out of the health care debate, explored the impact of immigration reform on Latinos, and took a look at Cuba after the Cold War.

"People of color are always leading the way in culture. It's an immigrant trait."

Ray Blanco, producer

Blanco is putting the finishing touches on another documentary, "Black and White in Exile." Financed by the MacArthur Foundation, Tribune New York Foundation, National Latino Communications Center, and the Corporation for Public Broadcasting, which has first rights to show it, these six half-hour documentaries cost $350,000. The show traces the story of Cubans and Haitians who emigrated to this country after 1959 and depicts the injustices that they were subjected to, among them, for reasons perhaps best understood by veterans of World War II, being fed Spam (though they didn't know exactly what it was that they were eating) by the U.S. government. Immigrants, historians, and scholars discuss the plight that immigrants face when they enter a new country, poor, without any support systems, and facing discrimination or indifference. The documentary looks at the Bay of Pigs invasion, the Haitian immigrants who tried to emigrate to the United States but didn't survive the trip, and the coup by Aristede. Blanco stresses that without the encouragement and support of Patricia Boero, senior programming officer at the MacArthur Foundation, and Don Marbury, program director of the Corporation for Public Broadcasting program fund, the show would never have been capitalized or filmed.

Ever dedicated to increasing the reputation of little-known immigrant artists, Blanco is developing a $75,000 documentary on neglected artist Jose Clemente Orozco, one of Mexico's most talented muralists. He is also adapting "Live in the Balance," based on real-life stories about a Guatemalan school teacher who sees her village slaughtered by a right-wing military group, and a Cuban poet who was sentenced to 20 years in prison because his poetry was considered revolutionary. "No one else is telling these stories," Blanco noted.

Besides producing TV shows, he is teaching a college-credit class at the WPIX studios aimed at minorities who want to enter the field. "No one teaches minority students about the rules of breaking into the media," he said. "So many kids of color go into the industry and are doomed because they go in for the wrong reasons. If they want to save the world, they'd better be willing to starve to death. This is a business," he stated. He encourages his students to have pride in their background (he hid his Cuban background when CBS hired him in his first job) and to learn about the media from all vantage points, including sales and marketing. Current television executives visit the class and discuss what it takes to succeed at a station and how they got their first break into TV.

And how does Blanco think the media is doing in depicting the lives of minorities in America? When it comes to Blacks, the media is doing quite well, but it is still neglecting Hispanics, he said. "In terms of Hispanics, we barely exist on TV," he said. Occasionally a Jimmy Smits or Liz Torres will break through and achieve stardom, but

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Hispanics, despite being the fastest growing minority in the country, are rarely seen on TV. Television executives cling to the stereotype that "Hispanics speak only Spanish, and [we] can tap into that audience through Spanish-language television or media." And that misperception undermines many efforts to base more series and shows on Hispanics.

Why call his company Cutting Edge Entertainment? "People of color are always leading the way in culture. It's an immigrant trait," he replied.

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achievement reflects the high levels of child poverty that plague many regions, including those with high Hispanic populations. This report is being widely read, frequently quoted, and greatly debated among Washingtonian wonks.

In many places throughout *What Matters Most*, eye-catching blue pages highlight what is actually occurring in many schools and universities where reform is implemented, not merely discussed. "The East Carolina University Peer Coaching Project" tells the story of a relationship between a veteran teacher and a rookie. The effectiveness of mentoring programs in public schools and, by example, the need to try those reforms that teachers find valuable in other areas are very potent. Practical lessons from real-life teachers show us the kinds of reforms that will improve the business of teaching and learning. Throughout, *What Matters Most* remains eminently credible precisely because the theory and the recommendations are drawn from practice.

Brutal Honesty

What Matters Most and *Quality Counts* share one important strength:brutal honesty. The continuing short shrift that Hispanic students labor under evokes feelings of dismay and disillusionment. Yet a way out is provided time and time again. Shortcomings in our system are pinpointed. But successes and accomplishments are highlighted as well.

It would therefore be wrong to conclude that *What Matters Most*, *Quality Counts*, and *Nation at Risk* are all just the same depressing jeremiads. In looking back and looking ahead, the latter two give us additional specifics on both what is wrong and what is possible. Both reports are far too worthwhile to ignore. Full of facts, stories, and recommendations, they pique the reader's curiosity, sustain interest, and provoke a "we must do something" attitude.

These reports are not merely interesting and well-written—qualities lacking in many policy publications—they are clarion manifestos for change. Educators and policymakers will heed these warnings, suggestions, and recommendations. Beyond that, a critical mass of concerned citizens, and—yes—Hispanic citizens, across the nation should arm themselves with these reports so that they will know how to approach their local school districts as well as Washington.

Nation at Risk. Government Printing Office, 1983. Available in most libraries. *What Matters Most: Teaching for America's Future*, September 1996. National Commission on Teaching and America's Future, POB 5239, Woodbridge, VA 22194. website: http://www.tc.columbia.edu/~teachcomm *Quality Counts*, Education Week, January 22, 1997. Education Week Quality Counts, 4301 Connecticut Avenue, N.W., Suite 432, Washington, D.C. 20008, tel (800)346-1834, fax 202-686-0797.

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Latinos and Native Americans in Museum Careers

New Publication Provides a First Census

by *Michelle Adam*

Antonio Rios-Bustamante remembers visiting museums as a youngster and being "both attracted and frightened" by these institutions. Most Latinos he saw in museums were working in maintenance positions, and as he recalled, "there was a large cultural gap in society then. I didn't feel as welcome."

Bustamante, University of Arizona's associate professor of Mexican American Studies, recently published a study focusing on specifically that. He published *Latinos and Native Americans in the Museum: The National Survey and Directory of Historical and Art Museum Professional Personnel* in 1996, the first study to measure the representation of these minorities in that setting.

By conducting this survey, Bustamante discovered the same "woeful underrepresentation of Latinos in professional positions in American museums" that he had as a youngster. "One of the things that was obvious to me was that there was little representation of Latino professionals as curators and administrators," he said.

Although the number of Latinos and works of art by Latinos in museums has increased during the past decades, the numbers are still low. Of 469 primarily large museums that responded to the survey, Latinos represented only three percent of their professional staff. While half of these held administrative positions, more than double the Latino professional staff worked in maintenance, support, and clerical positions.

As a professor and historian who has curated various shows himself, Bustamante hopes his study will add incentive for museums to recruit and train underrepresented groups in the museum field. Having grown up without professional role models, and with aspirations that were often limited by reality, he believes it is important for museums to advertise employment potential to underrepresented groups and to bring more diversity to the field. "Latinos aren't usually thinking of museums as employment potential," he said.

Bustamante is not alone in his efforts to advance diversity within the field. He recognizes,that more Latino curators are working in areas such as state parks in Arizona, and that Latino students are receiving the credentials necessary for entering the museum field.

The American Association of Museums (AAM) also helped to pave the way toward inclusivity in museums when three years ago it published *Excellence and Equity: Museums in the Public Dimension*, which redefined educational standards for museums nationwide. The association created a roadmap for museum standards, shifting emphasis away from museums representing "the keepers of the stuff" and toward museums as educators of the community at large. Focus was placed on diversifying the museum board, museum employees, and the museum audience in order to best serve all populations.

Antonio Rios-Bustamante

"It gave them a clear road map," said Ed Able, AAM President and CEO. "It is quite clear that museums are committed to this."

Despite seeing progress, limited financial resources by both museum employers and prospective employees affects the low representation of minorities in professional museum positions, said Able. "Museums do not pay highly competitive wages, and often a master's or Ph.D. is required. I consider that a major roadblock to further diversifying the workforce," he said.

According to Able, the AAM has received more calls about career opportunities in museums than ever before. He says that museums themselves have had a difficult time recruiting and advertising career opportunities. "They have not had the force to actively pursue recruitment."

Several institutions listed in the survey, however, have served as role models in diversity and recruitment. The Museum of Fine Arts in Houston offers a minority internship program and hires a great number of minority professional staff. The Smithsonian also gives awards to people of color through its Museum Leadership program.

Museums are becoming places of greater employment potential for Latinos specifically because of efforts by some museums to recruit and train prospective employees. Maria Gonzalez, development coordinator of the Mexican Fine Arts Center in Chicago, is proud to be working for one of the top employers of Latinos in the museum field. Of 26 museum employees, 24 are Latino,

"There is a reawakening of who Latinos are and the importance of our contributions."

Martha Gutiérrez-Steinkamp, Chair of the National Advisory Board for Miami's Cuban Museum of the Americas.

said Gonzalez. And this is a specific result of the museum's making efforts to train them, she added. "There are many Latinos with art history backgrounds, but they aren't given the opportunities," said Gonzalez. "It's very difficult getting into these mainstream cultural opportunities."

Gonzalez herself studied Latin American Studies and education, but was unaware of opportunities in the museum profession. "It was not even a thought back then" for Latinos to work professionally in museums, but now students can see—"oh look, there's another brown face there," she said. Students have also requested more interviews than in the past to learn about the profession, added Gonzalez.

Martha Gutiérrez-Steinkamp, one of 84 professionals listed in the directory, has also seen an increase in educational and recruitment programs nationwide, and has heard from greater numbers of young Latinos wanting to find out about careers in museums. "There is a reawakening of who Latinos are and the importance of our contributions," said Gutiérrez-Steinkamp, who serves as the Chair of the National Advisory Board for Miami's Cuban Museum of the Americas.

As Museum Chair, Board Member of the National Association of Latino Arts and Culture (NALAC), and Vice Chair of The Latino Network, Gutiérrez-Steinkamp has facilitated mentorship and recruitment programs for Latinos. She also serves as diversity committee member of the Southeastern Museum Conference. University students interested in museum careers and young professionals are offered scholarships through the committee. "All of us have a personal commitment to mentoring others along the way," said Gutiérrez-Steinkamp.

There are other examples of Latinos experiencing change first hand. José Aguayo, who was also listed in the survey, started as a graphic artist and, after receiving a master's degree in anthropology, founded the Museo de las Americas in Denver, Colorado, in 1992. He was one of the first Latinos to serve on the AAM board and to found a culture-specific museum. Compared to 14 years ago, when there were barely a handful of Latinos at AAM meetings, Aguayo has witnessed an increase in Latino representation.

"I think there is a lot of opportunity. With the Latino population increasing in leaps and bounds and with there being a lot of interest in what we're about, there has to be a lot of opportunity in the future for those wanting to get involved in interpreting our culture," said Aguayo.

Museum of New Mexico Director Thomas Chavez landed an unexpected career in the museum field as well. Although his interest was initially in studying research, Chavez said his final degree in museum studies gave him the necessary backbone to land his current position. As a graduate student of museum studies, Chavez received an assistantship after threatening to sue the department for failing to give assistantships to him and/or to any other of the Latino students of the previous ten years. His professor, who was also director of the Museum of New Mexico, helped him obtain an internship at the museum, which later led to his placement as interim director. He received the director's position after threatening to sue the museum for wanting to place a less qualified outsider into his intended position.

"The museum had never hired a Native American or New Mexican in their administration," said Chavez. "With that behind you, you have to use force to kick the doors open." Although Chavez had to fight his way to the top, he could not have done so without having the necessary qualifications. "I would advise anyone to go with a full force behind them....with the full degrees," he said.

Chavez and others are examples of Latinos making marks in the museum profession. As Bustamante's survey indicates, however, further progress is necessary. "In order to bring about change, you have to know what the situation is...to find a means to measure the representation," said Bustamante about the publication's purpose. And now that the figures are out, he said, it's time for museums to increase recruitment of Latinos and institute affirmative action monitoring plans.

On the educational front, Bustamante is also developing a class focused on Latino public history in museums. He will assist students in training for professional careers in museums. Bustamante recognizes that what once was an abstract aspiration is now becoming a realistic employment opportunity for Latinos.

La Hija de Rappaccini Came, Sang, and Conquered

Mexican Opera a Triumph in Manhattan

by William Thomas and Adalyn Hixson

This spring's staging of Daniel Catan's *La Hija de Rappaccini* by the Manhattan School of Music Opera Theater was the first full production of a Mexican opera ever presented in New York City. The event was especially meaningful because so many talented Latinos, from Mexico and from the United States, took part in the production—among them composer Catan, maestro and fellow composer Eduardo Diazmunoz, and lead soprano Olivia Gorra, all very well known and respected artists within their native Mexico and in international capitals as well. The Manhattan School of Music is led by President Marta Istomin, student and life partner of the late Pablo Casals.

Last fall, the *New York Times* quoted Catan as saying that while many of the world's top opera singers are Hispanic, they have little to sing in their native tongue, and that the excitement over the U.S. debut of his opera, *Florencia en las Amazonas*, was partly "The Spanish Revenge."

Catan told of meeting a waiter in San Diego who was "overjoyed simply by the fact of its existence." Catan doubted the waiter would get to see and hear the opera, "but that doesn't stop him from feeling that his culture gets redeemed. It ceases to be language of service, of wetbacks. It's the other side of the story: Latin America means literature as well. It means culture. It means music."

Shown are Soprano Olivia Gorra and Tenor Brandon Jovanovich. *La Hija de Rappaccini* is based on the play by Nobel-prize winning Mexican poet Octavio Paz, from the Hawthorne story of the same name. Soprano Olivia Gorra recently sang for the King and Queen of Spain, with Placido Domingo.

Carol Rosegg

Composer Catan, born in Mexico City in 1949, studied philosophy at the University of Sussex and music at the University of Southampton, England. He earned a Ph.D. in composition and music theory at Princeton University under Milton Babbitt, James K. Randall, and Benjamin Boretz. Catan has published articles on music and the arts in the most prominent journals in Mexico. His recent book, *Partida Inacabada*, gathers essays on music and related topics. His compositions include a cantata for soprano, chorus, and chamber orchestra; two compositions for symphony orchestra; *Ausencia de flores*, a ballet commissioned to celebrate the 100th anniversary of Jose Clemente Orozco; and *Tierra Final*, for soprano, chorus and orchestra, with a text by Nobel laureate Octavio Paz. Catan's opera, *La Hija de Rappaccini*, premiered in 1991 at the Palacio de

Bellas Artes in Mexico City, and in the U.S. in 1994.

Maestro Eduardo Diazmunoz has conducted more than 50 orchestras in a dozen countries in Central and South America as well as France, Spain, and the United States, 13 of them as resident conductor. Since his professional debut at age 22, he has been considered one of the most prominent personalities in Mexico's contemporary artistic community.

His compositions have been premiered in Europe, England, and North and South America. He has composed music for theater and film. His discography includes ten analog and digital recordings with three orchestras for such prestigious labels as CBS, O. M. Records, Camelot, Orchid, Mussart, and Spartacus.

Maestro Diazmunoz conducted the world premiere and the U.S. premiere of *La Hija de Rappaccini* as well as the New York premiere.

Soprano Olivia Gorra, born in Coatzacoalcos, Veracruz, was chosen by Lorin Maazel and Tito Capobianco as the winner of Traviata 2000 International Voice Competition. As such, she made her American debut as Violetta in Verdi's *La Traviata* with the Pittsburgh Opera Company in 1994. Gorra began her musical studies at age 16. At Manhattan School of Music, she is a student of Marlene Malas, as are other members of the cast of *Rappaccini*. She has been supported in her studies by the Manhattan School of Music, FONCA (Fonda Nacional para la Cultura y las Artes) and SIVAM (Sociedad Internacional de Valores Artisticos Mexicanos). She recently performed with Placido Domingo for the King and Queen of Spain.

Carol Rosegg

The Composer Speaks: Music and Poetry...

by Daniel Catan

I was convinced, from the very first reading, that *La Hija de Rappaccini*, by Octavio Paz, would make a beautiful opera. The experience of love—fleeting, fragile and interminable—as the only point where life and death intertwine, the only moment where Time stops and human beings are permitted a taste of immortality...this, for me, is the heart of Paz's work and that which irresistibly attracted me towards it. I soon recognized, furthermore, that his poetic idea was nothing less than the very essence of music. Above all other art forms, music is privileged when it tries to reach our most intimate feelings; and the forms of music, the way they evolve, come closest to the nature of desire.

I have inherited the richest opera tradition. In my work—I am proud to say—one can detect the enormous debt I owe to composers from Monteverdi to Alban Berg. But perhaps the greatest of my debts is having learnt that the originality of an opera need not involve the rejection of our tradition (which would be like blindly embracing the condition of orphanhood), but rather the profound assimilation of it, so as to achieve the closest union between a text and its music.

Looked upon in this way, opera is certainly an art form worthy of having been conceived by Doctor Rappaccini's most ambitious dreams. It is not sufficient to write melodies that fit the verbal phrases. The music of an opera, in order to be successful, has to be able to capture the poetic idea of the text and express it in its own terms. And musical forms, since they evolve in a temporal dimension, are particularly apt in tracing the evolution of a character or that of a poetic idea. This is the true challenge. And it is precisely to this end that I have directed all my efforts and my craft.

I worked on this opera for six years. The composition took me to Japan and to Indonesia, where I lived for a year and a half, and to Europe for another year. Those were years of prolific musical activity and of profound, critical revision in the face of musical traditions so different to ours. I sustained, during all that time, an intense and passionate monologue with Octavio Paz and his work. I discussed every scene, every work; I sang every syllable. It is now a great honor to be able to present it as a modest homage to him and his work, as testimony of how much and how long...his work nourished me.

Alexandra Wez

Pictured left to right are: David Marshall, who sings the role of Dr. Rappaccini; Olivia Gorra, in the role of Beatriz, Dr. Rappaccini's daughter; Brandon Jovanovich, Giovanni, who is in love with Beatriz; Conductor Eduardo Diazmunoz; Director Linda Brovsky, and Composer Daniel Catan, who has been asked to write a one-act opera for Placido Domingo.

The Countdown

Rappaccini's Daughter in rehearsal is a different experience than the opera in full regalia, but no less charming. A lone piano accompanies the voices. The leads sing softly, having performed for recordings earlier in the day. Now and then a voice swells into full bloom, offering a seductive preview of what's to come. The lyricism of Catan's arias seems well suited to the solo piano support. Indeed, it is so haunting, the theatre magic moves in even as scenery painters, lighting technicians, and sound engineers are crisscrossing the small stage.

Amid the traffic, Beatriz and Giovanni, Dr. Rappaccini and all the Flowers manage somehow not only to sing but to practice their graceful choreography, following the demonstrations of director, Linda Brovsky. All are fetchingly lithe, in sharp contrast to the tonnage conjured up in memories of operas past.

Composer Catan and Maestro Diazmunoz are ambling about, the Maestro appearing fully at ease and content, the Composer only slightly less so.

I am told that tonight's Beatriz, Olivia Gorra, has recently performed with Placido Domingo for the King and Queen of Spain and is sure to become a very big star. I accept this without hesitation, her voice and movements are so lovely and confident. I learn, too, that Domingo has asked Catan to compose a one-act opera for him.

Giovanni, magnificent young tenor Brian Jovanovich, perched up in his enchanted cottage, a theater marvel that revolves smoothly on the script's demand, misses a note. The mood is broken, and members of the cast exchange smiles.

A week later, on the big night, the hall is packed. The orchestra is practicing, all 59 members, and camera operators are setting up their positions? A man approaches. He apologizes for the cameras and explains that CBS is taping the opera for one of its weekend shows. This is welcome news, a fine opportunity for Catan, the Manhattan School of Music, and all others associated with the production.

I walk over, peer into the orchestra pit, and am astonished by the quantity and variety of musicians and instruments. The house lights are dimmed. The production begins. From my vantage point, I can see that Maestro Diazmunoz is smiling. By the end of the evening, I know why. The student orchestra and all the voices have performed beautifully. Bravo.

The Official Review:

La Hija de Rappaccini, an opera in two acts by the Mexican composer Daniel Catan, is colorful, pulsating, and exciting, and it thoroughly swept this listener into its flow.

The principal attraction was the beauty of the music, extremely well performed. Noted particularly were the romantic leads, Olivia Gorra, soprano, and Brandon Jovanovich, tenor, but much could be said also for some ensemble work. The kind of music Composer Catan pours out, a thick tapestry, seems to invite the weaving of multiple voices. I would have welcomed even more. A quartet of the four principals, each telling a story Rigoletto style, is too brief.

Throughout the whole of this work, the voice of the orchestra is consistently substantial, and this seems fitting. The performance was in Spanish, and there were adequate supertitles.

The fairy-tale quality allows that the lovers therein know at first glance that each does and must always belong solely to the other. No special suspension of belief is necessary to receive the music, lush and climatic. This is more de Falla than Bach. Listeners whose preferences are exclusively for the cool and cerebral will not find it here.

The orchestration is quite full, with Japanese flutes, recorders, a gong, celeste, and chimes along with a full complement of conventional instruments for the symphonic orchestra. I remember no serious work where the tuba—totally out of its oom-pah mode—has had such graceful presence as here.

This work is solidly in the European-modern American tradition. Mostly tonal, it has some atonality that gives it some prickles and otherwise makes it interesting. This is internationl music. Nothing in the work itself springs to mind distinguishing it as Mexican. It has a floating, sustained quality, yet at the same time, there is a mood-setting background function. Like many works, it has no simple tunes that send the audience out whistling. Yet the mood and the memory of those brilliant colors ring in the mind long after the fact.

Much of the color came from the voices of the romantic leads. These singers had the power to lift the listener from his or her seat. The sounds they made were strong, clear, and altogether sumptuous. The orchestral support was critically important, but these singers managed to keep it in its place, as support. There is a sustained high range demanded of the tenor, which evoked admiration for his stamina. His performance was thrilling. That of Gorra was sure and equally lovely. The other members of the cast produced, on the whole, worklike performances. Dr. Rappaccini was sung by David Alan Marshall; Dr. Baglioni, by Julian Rebolledo, and the housemistress, by Natalie Levin. The flowers were: Noelle Barbera, Karen Frankenstein, Tamara Hummel, Christina Nuki, Nancy Maria Balach, and Heather Johnson.

It is difficult to determine the significance of this being a student orchestra. The performance was highly professional and confidence-inspiring. At the same time, this music is complex and tightly woven. The conductor was Eduardo Diazmunoz, a former student of Dr. Catan. The cast for this production was comprised of students, at various stages of their education. But one must ask, do musicians ever stop being students? It is difficult to know where to draw the line. The principals have each already compiled impressive records of public appearances.

The quality here was so high, on almost all counts, that the student-school setting became quite irrelevant. I have certainly seen productions at the Met and the N.Y. State Theater that were less rewarding.

Alexandra Brez

April 11, 1997 — Rehearsing for the production are left to right: Soprano Olivia Gorra, Director Linda Brovsky, Tenor Brandon Jovanovich, and Tenor David Marshall.

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Is the College Classroom a "Chilly" Environment for Hispanic Females?

Educator Proposes Warming Strategies

by Angela Provitera McGlynn

The author has been a professor of psychology at Mercer County (N.J.) Community College for 26 years. She has written extensively on techniques for improving college teaching.

In the early 1970s, my first years of teaching, a friend told me a poignant story about a fellow geneticist who worked with him on research that they believed would greatly impact the scientific community. That colleague, a Puerto Rican woman, and a Ph.D., had been advised by her high school guidance counselor to study the secretarial track since it would lead to a job.

Back then I wondered whether the counselor was influenced by the student's gender or by the student's ethnicity in narrowing her career options in such a stereotyped way. Now, after studying the concept of the "chilly climate," I realize that the counselor's thinking and behavior probably involved both gender and ethnicity stereotypes.

In 1982, Roberta Hall and Bernice Sandler published the first report on the "chilly climate," a term they coined to reflect the differential treatment of women and men in college classrooms. What they found from their research was myriad gender inequities, some of them small and at first glance trivial and some that were quite profound. Even the small inequities when taken together seemed to create an environment for women that was at the least not hospitable and at its worst, hostile. Mary Rowe of MIT used the term "microinequities" to describe the many subtle and diminutive ways people are treated differently in the classroom because of their gender, race, ethnicity, or age.

In the 1990s, studies of teacher-student interactions in grade school by university professors Myra and David Sadker showed that many teachers are not conscious of gender inequities in the classroom. Teachers who believed that they were being "fair" were often shocked to see themselves on videotape behaving differently with boys than with girls. Their behavior was completely outside their awareness. This has led us to understand that what happens in the classroom might be obvious and overt or it might be subtle and elusive. In the Sadkers' book, *Failing at Fairness: How America's Schools Cheat Girls* (Scribners Publishers, 1994), there is an overflow of disturbing examples of gender bias in today's classrooms from preschool through graduate education. The authors clearly demonstrate how most teachers unconsciously give boys and men more attention, praise, and specific instruction than they give to girls and women.

One sure-fire way to increase the number of students who formulate a response is to ask students to write that response before asking for a show of hands.

Angela Provitera McGlynn, professor, Mercer County Community College

One of the assumptions of the recent analyses of the chilly classroom climate is that the subtle and sometimes not so subtle differential treatment of women in the classroom also applies to other "outsiders." The "outsider" category refers to students of color, students with disabilities, older students, lesbian, gay, and bisexual students, working-class students, and students who speak with a foreign or regional accent. Female Hispanic students might experience the chilly climate as a result of several overlapping outsider factors. Even American women with surnames of Hispanic backgrounds might experience the chilly climate as they study toward their degrees.

There are many implications for students who find themselves in such a teaching and learning environment.

Students who experience the classroom environment as less than hospitable or even as hostile tend to participate less in classroom discussion. Based on a considerable amount of research, many educators believe that class participation enhances student learning. Some students, for a variety of reasons, among them personality factors and/or cultural messages they bring to the classroom, choose **not** to participate, and thus faculty will probably never achieve a 100 percent classroom participation rate. However, if it is the classroom climate itself that discourages some students from participating, those students are not being given the same educational opportunity as the others.

Mary Rowe of MIT used the term "microinequities" to describe the many subtle and diminutive ways people are treated differently in the classroom because of their gender, race, ethnicity, or age.

It very well might be that by the time students shaped by the chilly climate reach college, they have developed ingrained patterns of nonparticipation. These students don't participate in classes even when the classroom climate is not chilly. However, faculty might be able to change these patterns of nonparticipation, whether or not they themselves created them, if they understand that different students experience the classroom differently. Even students sitting side by side might have a vastly different experience in the classroom. Faculty most likely to change patterns of nonparticipation are the ones who are skilled in using a variety of teaching strategies to reach a diversity of students.

In order to become proactive leaders of change, faculty need to know exactly what the chilly climate research has shown. Hall and Sandler's 1982 review of research for all education levels shows six major ways in which teachers communicate sex-role expectations to students. They found that teachers tend to:

- call on males more than on females
- coach males more than females to work for more complete answers
- wait longer for males to answer questions than they wait for females to answer before going on to the next student
- ask female students questions that require factual rather than conceptual answers
- respond more extensively to male students' questions and comments
- communicate sex-role stereotypes by their use of sexist language

Once again, it is important to remember that these patterns of differential treatment apply not only to women but to other students who are not considered mainstream traditional students. If faculty are committed to creating a welcoming atmosphere for **all** students and want to increase the possibility of participation by a wider range of students, several strategies can be attempted.

Using Eye Contact

One classroom strategy that can increase student responsiveness is the use of eye contact. Faculty who from time to time attempt eye contact with all the students in the room enhance the probability of getting responses from a greater number of students. It should be remembered, though, that students from some of the Hispanic cultures might have been socialized differently with respect to the meaning of eye contact. In Anglo-American culture, eye contact is a way to establish connection between persons, and lack of eye contact is sometimes interpreted as meaning a person is disinterested, not connecting, or has something to hide; in many Hispanic cultures, **not** looking someone directly in the eyes is a sign of showing respect whereas establishing eye contact is a show of boldness. Clearly faculty need to monitor how they interpret and respond to students who choose not to return their gaze. In general, students say that when a teacher really looks at them while discussing a concept, they feel as if that teacher cares about their learning; they also say that they feel more comfortable and relaxed in the class. Faculty can make more of an effort to connect with students who sit in the back of the room and can change seating arrangements to increase opportunities for eye contact with more students.

Questions and Answers

The strategy of increasing waiting time for students to respond to questions in class, in combination with an increased awareness of the role of eye contact, can greatly expand the number of students who participate. Researchers have discovered that even a second or two of extra time brings in more students. Many faculty feel uncomfortable with the silence that might follow when they pose a question. A few students might regularly and quickly shoot up their hands to respond. By quickly calling on these select few, other students who might have responded simply take a back seat. Wait a few seconds more than usual and look the other nonresponding students in the eye. Say things such as, "We haven't heard from that back corner of the room in a while. Can you start us off?" "Would you like to add something?" One sure-fire way to increase the number of students who formulate a response is to ask students to write that response before asking for a show of hands. This increases student involvement with the topic and very often leads those students who are usually reticent to speak off the top of their heads to volunteer a verbal response in the class.

> ***The "outsider" category refers to students of color, students with disabilities, older students, lesbian, gay, and bisexual students, working-class students, and students who speak with a foreign or regional accent.***

Other strategies that might warm up the climate and increase student participation:

- Move around the classroom so that you are in physical proximity to all students in the class. Talk across the room to address the whole group rather than the small group of students around you in the front of the room.
- Occasionally poll the whole class with questions such as, "How many people remember …?" "How many people have ever been to …?" "How many people have ever had the experience of …?" These kinds of involvement questions can create a sense of community and participation.
- Make sure you are calling on women and other "outsider" members as often as you are calling on white males.
- Avoid the use of the generic "he" and other sexist terms, such as "mankind." Use examples in class that are inclusive.
- Coach women and other students whom you sense are reticent to speak with phrases such as, "Tell me more," or "Why do you think that might be so?"
- Listen carefully to students' questions and comments and give substantive, respectful responses.
- Praise students for their questions and comments. Find ways to reinforce students for participation, for example, by using their names: "As Maria's question suggests, …" "Your comment is right on target, Sonja!" "Can anyone add to Jose's analysis?"

Faculty committed to creating a welcoming atmosphere will find or create strategies to add to their repertoire. The important first step is simply becoming more aware that some students are less comfortable in class than others.

This is the first of a two-part article on teaching strategies for today's diverse classrooms. The second article will appear in the August 22 issue of HO.

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EOE

It's a Family Affair

Mother and Daughter Learning Together at SDSU

Determination. It's a concept that two future psychology graduates of San Diego State University—a mother and a daughter—know a lot about.

The story of single mother Georgina Guerrero and her resilient daughter, Serena Ruiz, is more like a made-for-TV drama than a life history.

Fifteen years ago, Guerrero was living in the worst slums of Mexico City, she says, fearing for her life and for the fate of her four-year-old daughter. Now the two are psychology majors, immersed in their studies and planning to graduate—Serena in December 1997 with a bachelor's degree and emphasis in primate behavior, and Georgina in May 1998 with a bachelor's degree in social psychology.

The path that led these two women to SDSU was difficult, an early obstacle being the domestic violence that was part of their home life, a condition for which there were few remedies in a Mexican slum or elsewhere at that time. Domestic violence only began to be talked about in the United States in the 1970s, spurred by the publication of *Battered Wives*, a groundbreaking account by Del Martin. The Lyndon Johnson Great Society/War on Poverty years saw the start of government funding of experimental local social programs, with women's shelters among them, but it took many years for domestic violence counseling and intervention to become mainstream and years more for it to land a spot on municipal and state budgets. These efforts ever so slowly brought about a recognition of the need for changes in the attitudes and training of police officers, judges, and hospital and school personnel with regard to domestic violence, and the movement overall remains a work in progress.

Georgina Guerrero had been abused both physically and emotionally during her four-year marriage to Serena's father. "I was so young, but I can remember the screaming and hitting and crying," said Serena. "I would always wonder when the next time would be." Fearing harm to Serena, Guerrero moved her daughter to the United States with her grandparents, but her relief was shortlived. Guerrero's husband found Serena, abducted her, and took her back to Mexico, where, Guerrero said, "the rights of the mother... the rights of a child don't matter."

Guerrero was forced to learn the value of patience. For two years she befriended the maids in her husband's house, pleading and begging them to let her spend time with her daughter. After

Georgina Guerrero (left) and her daughter, Serena Ruiz, graduated together from Southwestern in 1995, each with an associate's degree, and transferred to SDSU.

Family therapy is Guerrero's goal because she wants to help other women get out of abusive relationships.

a while, he would find out, and they would be fired, she said. "Then the process would start all over again."

Finally Guerrero decided to take drastic action. At the close of a school day, with her sister distracting the waiting maid, Guerrero picked up Serena, ran as fast as she could to a waiting car, changed her daughter's clothes, and went into hiding...for the next two years.

Guerrero and her daughter finally made it back to California and moved into her parents' Los Angeles home. A year later, they moved to San Diego, where Guerrero worked as a baby sitter to support her daughter and newly born son, Mario.

"I just thank God that He gave me the strength to get out of that situation," Guerrero said. "I had hope and faith that things would get better."

And Guerrero worked to make things better. In spite of their poverty and in spite of medical problems that arose, mother and daughter were determined to pursue their education. Guerrero decided to go to school to learn English and began with a few classes at Southwestern Community College, but once she got started, she knew she wanted to continue. Serena also began attending Southwestern, and the two women often took classes together.

"We're more like best friends than mother and daughter," Serena said. The friends graduated together from Southwestern in 1995, each with an associate's degree, and transferred to SDSU. Serena was accepted into the SDSU McNair Scholars Program, which offers low-income, first-generation college students access to careers in math and science. With help from the McNair program, Serena studied primatology under Dr Patricia Scollay, a professor in the SDSU psychology department.

Last summer, Serena conducted research at the San Diego Zoo, presenting her findings at a Summer Research Conference at the University of California-San Diego.

Scollay said it took her a while to get to know Serena, but as soon as she began working with her at the Zoo and in class, she found a student who was intelligent; warm; creative; funny; and extremely meticulous.

Scollay says of Guerrero and Ruiz that they are "just incredible women. I knew this before I even found out about what they've gone through. It's just amazing."

Guerrero will stay in San Diego after graduation and continue her education. Although she loves to study a variety of subjects, family therapy is her goal because she wants to help other women get out of abusive relationships.

Serena Ruiz was accepted into the SDSU McNair Scholars Program, which offers low-income, first-generation college students access to careers in math and science, and studied primatology.

"I wanted to get my education because I think it's important to fulfill yourself in all areas of life," said Guerrero, who has volunteered for several community service organizations such as Moms Helping Kids and South Bay Community Service. "If there's one thing I've learned, it's that life is a process of learning."

Next year Serena plans to move out to go to graduate school—and the closest program is in Davis.

"I try not to think about it a lot," Guerrero said. "I don't know what I'm going to do without her."

Even though they feel the separation will be hard, the two women are optimistic that their future is bright. Indeed, despite all they have gone through, Guerrero said they have been blessed.

This article appears courtesy of University Communications, San Diego State University.

Prep for Prep Images/Imagenes FIU Honors College Jose Rodriguez Sherry Trujillo-Robnett

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THE HISPANIC Outlook IN HIGHER EDUCATION

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The Resegregation of Hispanic Children

by Gustavo A. Mellander

One of the most important yet least publicized policy forums in Washington, D.C., was sponsored by the Quality Education for Minorities Network. It focused on the status of school desegregation 43 years after the landmark *Brown vs. Board of Education.* Two leading experts on school desegregation, Dr. Gary Orfield, professor of education and social policy at Harvard University, and Dr. Jomills Braddock, professor of sociology at the University of Miami, shared important findings that have profound implications for the education of Hispanics.

Orfield began his presentation by highlighting key demographic trends and statistical data on Hispanic students. From 1968 to 1997, the number of Hispanic children in public schools increased by 178 percent. That rate of increase surpasses African-American, white, and Asian student enrollment for a similar period of time. Recent census reports affirm this finding, pointing to a future—2010 to be exact—when Hispanics will be the largest American minority group. To project even further, by 2030, Hispanics will comprise 25 percent of the school-aged [5-18 years old] population. The implications for American higher education are clear and obvious.

Alongside the growth in absolute numbers of Hispanic students has been their increasing isolation from whites. As a corollary, current data chronicle their increasing isolation from the rest of middle-class America. In the 1994-1995 school year, Orfield reports that only 26 percent of Hispanics were in predominantly white schools; 74 percent were in schools that were 50-100 percent minority (Black and/or Hispanic); and 34.8 percent were attending schools with 90-100 percent minority populations. In short, the majority of Hispanic students attend non-white schools.

This trend toward resegregation, according to Orfield, is true for Hispanics regardless of region: "Latino students are becoming more isolated almost everywhere.... Latino students now experience more isolation from whites and more concentration in high poverty schools than does any other group of students."

There's nothing inherently inferior about majority-Hispanic schools. Nor are all majority-Hispanic schools unsuccessful. The statistical norm, however, clearly indicates that schools with 90-100 percent Hispanic student populations are in high poverty areas.

The correlation between high-poverty schools and academic underachievement is a well-established fact. Social scientists like Orfield and Braddock underscore these conclusions in their detailed research.

If the number of Hispanic students attending segregated public schools continues to rise, then Hispanics will remain cut off from avenues to success—like access to higher education—that middle-class children of all races regularly enjoy. Unless the resegregation of Hispanics is halted, Orfield warns that the nation is headed for a "social catastrophe."

Braddock further elaborated on the negatives of segregated schools and the positives of desegregated learning environments. His research has revolved around two questions: First, do desegregated elementary and secondary schools break down patterns of isolation (e.g., confinement to low-paying, working-class jobs) in adulthood? Second, do they dismantle systemic barriers (e.g., racial discrimination and inferior educational preparation) for disadvantaged minorities? The answer to both questions is an unequivocal, emphatic "yes."

Braddock contends that graduates of desegregated schools have access to middle-class networks, higher education, and other opportunities to become fully integrated into middle-class life. Desegregated institutions open pathways to the larger framework of opportunities in American society, including acceptance to prestigious higher education institutions and later to selective positions in America's corporate structure.

Desegregation, according to both Braddock and Orfield's research, provides access to networks of opportunity (e.g., better curriculum and better teachers) and information (e.g., advanced placement courses and enrichment programs) that are virtually nonexistent in segregated public schools. Segregated educational institutions are structurally and culturally isolated from middle-class society. Such institutions exist in a different world, with different rewards, a different value system, and fewer options for upward mobility.

Hispanic children in segregated schools are, therefore, impoverished in their life choices. Desegregated institutions enlarge an individual's options; thus, Hispanics attending such schools are more likely to be part of a community that is networked to people and places providing gateways to greater opportunity.

In a paper that was distributed to the forum's participants, Orfield offered some recommendations "that would help move the country back toward a less polarized society." Many of the suggestions called for greater involvement from the federal government. Orfield urged federal officials to monitor desegregation efforts and to ensure compliance with civil rights statutes. More money and resources are needed for research and for programs that help multicultural schools educate all children effectively.

Orfield highlighted the benefits of bilingual education, urging "federal and state efforts to expand the use of integrated two-way bilingual programs from the demonstration stage to become a major technique for improving second-language acquisition for both English speakers and other language speakers and [to improve] successful ethnic relationships."

The forum's extensive dialogue about Hispanics and segregation has broader implications for the future of America's multicultural society. According to both social scientists, Washington policy-makers should create and support programs that lead to desirable levels of integration in public institutions such as public education.

Desegregation, after all, is merely one stage in the evolution toward full integration. Hispanic Americans and Americans in general hope to share in the forming of

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Prep for Prep Targets Gifted Minorities

Offers the Private School Advantage

by Gary M. Stern

When Francisco Estrada, a graduating senior from Yale University whose parents were first-generation Mexican immigrants, was a top student in the fifth grade at P.S. 166 in Long Island City, New York, he applied for and was accepted into Prep for Prep, a program that provides talented minority students attending public schools with scholarships to independent schools. Young Estrada attended weekend and after-school academic courses, and, after passing the rigorous Prep test, was granted a full scholarship from seventh to 12th grade by the Browning School, an elite independent. His classes at Browning had only 10 to 12 students and provided an education Estrada describes as very enriching. "My private school experience prepared me for the best and put me in a position to attend Yale."

Estrada encountered no racism or discrimination at the school, he said. On graduating from Yale in spring 1997, he planned to enter Chase Manhattan Bank's Global Associate Development Program. "Prep for Prep," said Estrada, "addresses the needs of talented individuals who might fall through the cracks in larger classes in New York City public schools."

Prep for Prep, a nonprofit organization launched by an idealistic South Bronx elementary school teacher 19 years ago, proves that minority students who are nurtured and provided with private school education will succeed. The program identifies talented minority students in fifth to seventh grades and helps them gain scholarships to private schools. Minority students often thrive in private schools because classes are smaller and computer and lab equipment more plentiful. Both the private school and the student benefit.

Dan Miller, dean of students at the Riverdale Country School, described the four Prep for Prep students he knew there last year as "phenomenal students, not just academically. They were poised and were excellent additions to our school." Any students who pass Prep's test, he said, "have already proven their abilities to succeed in a competitive academic environment." With the school's 20 percent minority population, Miller said most minority students experience a "period of adjustment" adapting to the culture of the school, which often differs from the culture of their local neighborhood.

Of the 819 Prep for Prep students currently attending private school, 50 percent are African-American, 33 percent Hispanic, 10 percent Asian, and the rest defined as "mixed" or "other." Of that population, 60 percent hail from poor families, 30 percent from the lower-middle class, and 10 percent from the middle-class. As evidence that gifted minority students can succeed with academic assistance, counseling, and the low teacher-to-student ratio that reigns in private school, Prep for Prep currently has 180 of its graduates attending Ivy League schools and 133 who have graduated from Ivy League colleges, noted Aileen C. Hefferren, Prep for Prep's director of development.

Gaining entrance to Prep for Prep is extremely competitive. In 1996, more than 3,500 applied, but only 215 were accepted. Students are chosen based on a host of criteria, including scores on citywide reading comprehension tests, scores on Prep for Prep's own cognitive IQ test, faculty recommendations, and interviews with three members of Prep's staff.

Students in fifth to sixth grades who are accepted attend 14 months of preparatory classes, held on Wednesday afternoons and on Saturdays at the Trinity School in Manhattan, and attend two intensive summer sessions. The second program, Prep 9, begins in seventh grade and accepts students who will then attend full-time boarding school. Over its 19 years, every single

Over its 19 years, every single student who passed Prep for Prep's academically demanding program has been admitted to a private school.

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Launched by an idealistic South Bronx elementary school teacher...Prep for Prep proves that minority students who are nurtured and provided with private school education will succeed.

student who passed Prep for Prep's academically demanding program has been admitted to a private school.

Prep believes that minority students should have the same opportunities as other students, Hefferren said. Using a philosophy that Ralph Waldo Emerson embodied, students are encouraged to explore all of life's possibilities, she says. "Prep tells students to 'Go for it—the world is yours.'"

Students are encouraged not just in academics but to attain their all-around potential. Many Prep for Prep students become student government presidents, captains of sports teams, editors of magazines, and leaders of Hispanic or Black clubs. "Our long-term goal is to create capable, credible leaders who are more representative of the population at large. We're looking to diversify that leadership pool," Hefferren said.

The 160 students who pass Prep for Prep's program then apply to 36 of New York's finest private schools, among them Dalton, Fieldston, Horace Mann, Trinity, Poly Prep, Riverdale Country, and Columbia Prep. The Prep 9 students apply to boarding schools such as Hotchkiss, Exeter, Andover, and Choate. The school itself provides the scholarship, which finances tuition, books, and fees, which comes to about $14,000 for New York private schools and $22,000 for boarding schools. All of the Prep scholarships total $11 million annually. Students must demonstrate financial need, and some schools require that parents contribute to tuition, even if it's a nominal $200 fee.

Why do nonprofit independent schools offer scholarships? Hefferren said that some of the schools have had a long-standing commitment to diversity while others have recently felt the need to broaden their student bodies. "They're trying to provide a fuller educational experience," she noted. Smaller independent schools might offer one or two scholarships while the larger ones grant up to six scholarships.

"Our long-term goal is to create capable, credible leaders who are more representative of the population at large. We're looking to diversify that leadership pool."

Aileen C. Hefferren,
development director,
Prep for Prep

Once the student enters the private school, Prep for Prep provides continuous support through post-placement counseling and activities. Each 7th to 10th grader works with a counselor who is a Prep graduate or college graduate and who serves as a mentor, answering questions about academics or more personal matters. Students meet with their mentor one-on-one at least once a month and converse at other times.

"Mentors play a critical role because it's important to have someone to touch base with and discuss academic and personal problems," said Hefferren. On Saturdays, students participate in excursions such as ski trips and visits to the Metropolitan Museum of Art, or to cultural and historic institutions in other cities, such as Philadelphia.

But don't minority students, typically a small portion of the private school's population, face racism from the mostly affluent student body? Hefferren downplays racism at those schools. "We teach them not to assume that racism will exist in the school," she said. Prep's counselors deal with racism on an individual basis.

Once the Prep students reach their junior year, Prep supplements the private school's college advising. Students with the requisite high grades and extracurricular activities are encouraged to apply to Ivy League schools. On a typical spring break trip, Prep rents a bus and takes 50 students to visit Middlebury, Cornell, and Vassar colleges. Prep students are trained to write their college essays and to emphasize their best skills and activities.

Why is Prep successful? "Academic excellence is the cornerstone and foundation of our program. We have a comprehensive approach, not a scatter-shot approach. We provide not just **opportunities** for minority students but **support**. We spend countless hours preparing students," Hefferren noted. In high school, students serve internships at companies such as McGraw Hill, Columbia Presbyterian Hospital, and Ernst & Young to gain exposure to business and to earn some extra money.

Like Prep for Prep, the Center for Talent Development, based at Northwestern University, offers classes such as pre-calculus, chemistry, and physics for talented young people. "We're a special function school... appealing to academically gifted students," said center director Paula Olszewski-Kubilius. The program serves more than 2,000 students K-12 who attend classes after school, on weekends, and in summer.

Unlike Prep for Prep, only 6 percent of those attending the Center for Talent Development are minorities, even though the center draws students from nearby Chicago, where minorities are a whopping 75 percent or more of the public school population. Olszewski-Kubilius attributed this imbalance in part to poor performance by minority students on standardized tests but also to the cost of the center's programs. The center's annual operating budget of $3 million is almost totally dependent on tuition payments by students, she said. Funds from the National Research Center in 1995 did enable 50 minority students to enter the Center. "The result was that these students made much better college choices," said the program's director, who would like to see more minority students in the program.

"I think there are many minority students who are underserved. The issue is dollars."

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Talented Youngsters Drawn to Hispanic Showcase

Public TV as Performer's Pipeline

By Francine Engler

Haven't we all, at one time or another, envisioned ourselves on stage with the cameras rolling and the audience wildly applauding? For 14 young Hispanic performers, this dream became reality when their names were announced as winners of the 1997 Hispanic Youth Showcase. The showcase, sponsored and telecast by NJN, New Jersey's public television network, and held this year at Essex County College in Newark, N.J., is the largest event of its kind in the region for talented young people of Hispanic ancestry.

Now in its 11th year, the Hispanic Youth Showcase attracts entrants from throughout New Jersey, New York, and Pennsylvania competing in one of two categories—junior, ages 8 to 12, or teen, ages 13 to 17.

Finalists were selected last spring from a field of more than 300 auditioning performers. Forty-three finalists competed for scholarships and awards in instrumental music, voice, and dance. The 14 winners each earned a $500 scholarship, a trip to a theme park, and, perhaps most important, a large and appreciative audience.

This year's instrumental winners are invited to join the newly formed NJN Hispanic Youth Showcase Junior Orchestra, along with winners of previous years. The orchestra, to be conducted by composer Marco Rizo, who wrote the theme music for the *I Love Lucy* show, will open next year's Hispanic Youth Showcase at the $180-million-dollar, state-of-the-art New Jersey Performing Arts Center, now under construction in the heart of Newark and already booked with top-ranking classical and pop performers. Among them are Jessye Norman, Itzhak Perlman, Isaac Stern, the American Ballet Theatre, the Paul Taylor Dance Company, New York City Opera, Vienna Boys Choir, and Wynton Marsalis.

NJN Executive Director Elizabeth G. Christopherson says the partnership with the New Jersey Performing Arts Center "will give the showcase a new home and enhance its growing stature in the region." The event has already attracted funding and support from Goya Foods, Inc.; New Jersey Public Service Electric & Gas; New Jersey Performing Arts Center; United Way of Essex and West Hudson, New Jersey; and Six Flags Great Adventure; and the event's advisory committee is out looking for more.

The talent showcase was established 11 years ago by Newark native William Q. Sanchez, producer of *Images/Imagenes*, NJN's public affairs program focusing on New Jersey's Hispanic community. Sanchez remembers the talent shows he took part in as a child growing up in Newark in the '60s. Back then, Newark was an entertainment mecca for the Latino community. Cultural life revolved around the El Caribe, Treat, and Plaza theaters, where movies and star performers from Latin American and Spain would inspire neighborhood kids and their parents. Neighborhood talent shows became popular events in the Latino communities.

The arts also flourished in the home, where parents would school their children in the music, songs, and dances of the Old Country to prepare them for neighborhood competitions. All of that changed when the theaters closed and the neighborhood talent shows ended.

But the love of the arts and the desire to perform remained. "Those monthly competitions gave me memories I'll never forget," says Sanchez.

In 1986, while visiting Newark's Roberto Clemente Elementary School in Newark to research a story about a

Willie Sanchez, producer of *Images/Imagenes*

Visiting a Newark elementary school to research a story about a teenage singer, Sanchez was so impressed by the singer's talent that he began to consider recreating the shows that in his youth gave talented Hispanic children a focus for their efforts.

teenage singer for his show *Images/Imagenes*, he was so impressed by the singer's talent that he began to consider recreating the shows that in his youth gave talented Hispanic children a focus for their efforts.

"When I saw how enormously talented some of those kids were, I realized that the tradition of performing wasn't dead; it was just dormant." Thus was born the Hispanic Youth Showcase.

Sanchez began reaching out to schools, first in the Newark area and, eventually, throughout the region for talented Latino students who might be interested in performing in the event and competing for scholarships and prizes.

"What used to unite the neighborhood now unites the tri-state area," said Sanchez.

More than 1500 children have since participated in the New Jersey Network Hispanic Youth Showcase, with many finalists moving on to appear professionally in movies, commercials, television programs, and international shows, as well as to attend the country's finest performing arts schools. Several previous winners have themselves opened neighborhood dance and music schools for interested Latino youngsters. Past winners also host the NJN television special and serve as role models to children watching at home.

Among the showcase winners who have pursued professional careers are 13-year-old Leslie Machado, currently featured in the international television show *Control* on UniVision, and Frankie Negron, age 19, who recently cut his first CD and will appear on Broadway this fall in Paul Simon's play *Cape Man*.

Current winner Michael Uribe is at 13 a veteran of *Children's Television Workshop* and other television programs and commercials. "Playing the piano at the showcase and my acting have given me confidence and self-esteem," says Uribe, a dedicated and hard-working youngster.

Sanchez wants to make it clear, though, that "you don't have to go on to a professional career to gain from the experience of participating in the talent show. For most kids, just experiencing the event is inspiring."

Michael Uribe

Even if youngsters never go home with a prize, they leave the showcase stage knowing they've participated in something larger than themselves, Sanchez says. "Every time I see a kid have a success at the showcase, I feel, 'Hey, it worked!'"

This view is echoed by Kathleen De Luna, 12, of Newark. "I'm very proud of myself for being a finalist in the contest. I've learned that if a person wants to be something, she can accomplish her dream. My mom told me that if I win, I win; if I lose, I'm still a winner because I got to participate." De Luna won in the junior vocalist category.

> **"*Images* is the longest-running Latino affairs series on any public broadcasting system in the country. Where once there were eighteen such programs, today there are only three on PBS."**
>
> **Miguel Perez,**
> **host of *Images/Imagenes***
> **and newspaper columnist**

For 12-year-old Tara Villanueva of Stratford, N.J., winning for the second time has confirmed her life's ambition. "My dream is to be a concert pianist and a doctor. And if I don't become those, I just want to be remembered as a good person." When asked what it meant to be a good person, Villanueva explained, without a moment's hesitation: "Someone who is loyal, responsible, caring, loving, not a hypocrite, and cares about her family."

For Adam Vasquez, 18, of Staten Island, N.Y., being a winner has meant being able to afford further musical study. Vasquez was one of two instrumental winners in the 1996 competition. A naturally gifted musician on the alto sax who plays in the tradition of his idol Kenny G, Vasquez was unable to read music. With his $500 scholarship, he went on to formal music study, performing this year to critical acclaim at the showcase as a guest artist.

The showcase television program in which Adam Vasquez won his scholarship last year was nominated in 1996 for an Emmy award.

The prior year, 1995, *Images/Imagenes* was nominated for an Emmy for a special program on teen violence. This kind of success does not surprise Migúel

Perez, the host of *Images* and a columnist for *The Bergen Record*, one of North Jersey's leading newspapers.

"*Images* is the longest-running Latino affairs series on any public broadcasting system in the country," Perez explains. "Where once there were 18 such programs, today there are only three on PBS. Our show has lasted because it deals with issues by taking the in-depth route. No matter what the subject or who the guest is, we always make [viewers] think seriously about the topic."

The soul of *Images/Imagenes* is found in its quest to create public awareness of the daily struggles of the Latino community and the diversity of the Latino heritage in Europe, America, and Africa, as well as Hispanic folklore and the real-life dramas of unsung heroes. Recent shows have dealt with domestic violence, Latino role models, African roots, the role of the police officer in Latino neighborhoods, and Latino dancing.

Producer/director Sanchez views the weekly half-hour program as a bridge. "*Images/Imagenes* is done in English because it's meant to build bridges between the non-Latino English-speaking population and the Latino population that speaks English." Series host Perez adds, "It's a program **about** Latinos, not necessarily exclusively **for** Latinos. Our goal is to make the rest of the New Jersey population aware of the Latino population."

Hispanics account for about 10 percent of New Jersey's population of 7,739,502. According to a recent Nielsen rating, 1.5 million households tune in to New Jersey Network in any given week.

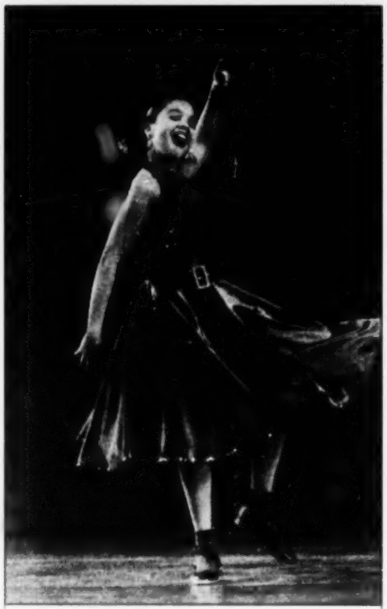
Along with its news coverage, *Images/Imagenes* offers a forum for Latino professionals in the public and private sectors. Internationally known figures featured on the program include Ricardo Montalban, the late Raul Julia, Gloria Estefan, Jon Secada, Julio Iglesias, Chi Chi Rodriguez, Nancy Lopez, Lee Trevino, Roberto Clemente, Bobby Bonilla, Tony Ayala, and Jose Torres.

Along with its Emmy award and Emmy nominations, *Images/Imagenes* has won a National Unity Award and recognition for excellence in broadcasting from the National Commission of Working Women.

"Much of the credit and kudos for this program goes to Willie Sanchez," says Jeff Friedman, executive producer of *Images/Imagenes*. "His programs get to the root of community issues. He's one of the leading Hispanics in New Jersey and a very highly regarded role model."

As producer of the show, Sanchez is responsible for the programming material and ideas. Since next year is its 25th anniversary, Sanchez is planning to rebroadcast many of the older programs that featured today's stars early in their careers and some who actually started those careers on the show.

"Our job is to educate, and we'll continue to do that," says Sanchez. "I want people to continue saying, 'Hey, I learned a lot from that show.'"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Mind and Body Travel at Honors College

Students Explore New Ideas and Foreign Cultures

by Maydel Santana-Bravo

The Honors College at Florida International University in Miami is often described as a small liberal arts college within a research-oriented state university—with a twist.

At FIU's Honors College, most classes are team-taught, and students contemplate such exotic notions as "the origin of ideas and the idea of origins" and what it would be like to "inhabit other lives."

"No, we don't talk about the occult; rather, through reading and research, we come to some kind of understanding of what drives cultures that are different from what many of us have in common and that's Western values," said Angie Puentes, 19, a native Miamian in her second year of study at the Honors College. "It's a mind-opening experience."

The interdisciplinary approach of the program exposes students to a wide variety of subjects stretching across the academic gamut.

"As a political science major, I probably would not be exposed to a physics, a biology, or a business professor," said Puentes, a Cuban-American who works as a student assistant in the university president's office and teaches piano classes in the afternoons.

The majority of the colleges's 450 students enter the college as first-year students, though it is possible to join the Honors College as a transfer student. Approximately 60 percent of FIU's honors students identify themselves as Hispanic.

"In the context of FIU, where half of the student body is Hispanic, this figure is not so odd," said Fernando Gonzalez-Reigoza, dean of the Honors College. "Perhaps the concentration of Hispanics in the Honors College is slightly higher because FIU is very appealing to Hispanic students from throughout the world due to the weather and the culture. It's a congenial environment."

FIU is a member of the state university system of Florida and the largest university in South Florida. This fall, FIU will celebrate its Silver Anniversary and has already achieved an impressive list of accomplishments—especially for such a young institution.

The university currently enrolls 30,000 students and has more than 70,000 alumni around the world. With two major campuses in the Greater Miami area, FIU offers 261 degrees, including 40 doctoral programs. Last year, the FIU faculty secured more than $30 million in research grants in a wide variety of areas, including engineering, business, education, and Latin American studies.

"In the process of moving forward in our development, I believe we are creating a new model for the modern American university," said Modesto A. Maidique, the Cuban-born president of FIU. "Our location in an internationally oriented metropolitan city puts us right in the middle of many exciting

"As a political science major, I probably would not be exposed to a physics, a biology, or a business professor."

Angie Puentes,
FIU Honors College student

opportunities that are so enriching to our academic programs.”

In this context of a flourishing urban university, where the majority of students work and commute, the Honors College thrives. The program consists of two class meetings a week through the first three years of college. Seniors can elect to continue in the program a fourth year, or—the more popular option—to participate in a summer study-abroad program at some time during the four years of college. The experience is further enriched by volunteer projects students plan and develop together. Honors College participation runs parallel to any major a student chooses to pursue.

This summer, a group of honors students visited the University of Santiago de Compostela in Galicia, Spain, where they studied language and culture. For many of the Hispanic students from Miami, going abroad with the Honors College was their first experience away from home.

“It's like an exercise in independence,” said Puentes. “We saw things that I thought I'd only see in books. On the other hand, we learned things that books could never teach.”

Other study-abroad options include trips to Prague, the Czech Republic, and San Pedro de Atacama, Chile. On all of the trips, students travel with a handful of FIU Honors College professors. These faculty members are usually handpicked to participate in the program because of their credentials—all of them have terminal degrees in their areas—and their extraordinary teaching ability. Students also interact with professors from the host country.

Rather than study abroad, some honors college students are doing internships this summer. Take Jessica Carranza, who is working at the Washington, D.C., office of U.S. Congresswoman Ileana Ros-Lehtinen, the first Hispanic woman elected to Congress and the recipient of two degrees from FIU.

“I guarantee you Jessica is going to be a different person when she returns to Miami this fall,” said William Beesting, one of the professors in the FIU Honors Program who encouraged Carranza to apply to the Minorities in Congress Program of the Washington Center.

Four weeks into her internship, Carranza calls her experience in Washington “one of the wisest decisions I've ever made in my academic and personal life.”

Originally from El Salvador, Carranza, 19, has lived in Miami with her family for the last 17 years. Going to college outside of Miami was a goal among her high school friends. Carranza chose to stay.

The program consists of two class meetings a week through the first three years of college. Seniors can elect to continue in the program a fourth year, or—the more popular option—to participate in a summer study-abroad program at some time during the four years of college.

“Wanting to leave home is not a good enough reason to not go to FIU,” said Carranza. “The FIU Honors Program is giving me the background I need to go to law school.”

Upon graduation in 1999, Carranza should have excellent chances of getting into one of the top law schools in the country. Approximately 85 percent of all FIU Honors College graduates are accepted into graduate programs.

Daniel Pino, who graduated from the FIU Honors Program in December of 1996, will enter the Graduate Acting Program at the Tisch School of the Arts at New York University.

“It's a very competitive program that accepts fewer than 20 students a year,” said Pino, 23. “The Honors Program gave me the critical thinking skills that I need to get into the Tisch program and do well in the future.”

Claudia Ugarte, 20, is as confident as Pino in her knowledge and abilities.

“I had my share of offers to go away to college, but I chose to stay close to home here at FIU,” said Ugarte, an international business major and an Honors College student. “Some people don't understand why I stayed home, but to me, it was no contest at all.” Due to FIU's location in Miami, Claudia knew she would have numerous opportunities for work experience before graduating in 1999. Currently she is doing an internship in the affiliate sales department of MTV Latino in Miami Beach.

“I'm really getting to put into practice what I'm learning in the classroom,” said Ugarte.

Strong Advocate of Bilingual Teachers Named Regents Professor

Dr. Jose Rodriguez is a man of many causes, all of which share a common thread—a concern for students. The value of that concern was underscored when Rodriguez was named one of two 1997 Regents Professors by Stephen F. Austin (Texas) State University.

Rodriguez and his wife, Elvia, have taught education courses at SFA for 21 years, he becoming a professor of secondary education and she working her way up to chair of the department of elementary education.

During those years, the two have written grants and papers in a quest to better the education of the bilingual teacher, together securing more than $2 million in Title VII grants.

"We have been able to train many minorities in the ESL [English as a Second Language] program, and this wouldn't have happened without the support that the administration has given us at the university," Rodriguez said. "This university has opened doors for many minorities who would not have gone to school otherwise."

One of the ways that doors were opened was through the efforts of Rodriguez's Cohort Program.

"Dr. Bennat Mullen was the trailblazer of administrator-training in our office," Rodriguez said. "I just copied what he had done, only on a grander scale. There was no sense reinventing the wheel."

Rodriguez might not have reinvented it, but he was able to improve upon it in bilingual education circles, seeing two-thirds of his Title VII graduates at work as school administrators across the state and country.

The idea of a cohort program, according to Rodriguez, is that all of the students start together and take all of their courses together. The group of future administrators flies into Humble, Texas, once a month for a day of courses taught by SFA faculty.

According to Rodriguez, the classes are based just as much on open discussion as they are on lecture.

"We have changed the role of the professor from the one who has all the knowledge to the facilitator of knowledge. We have students from south, west, and central Texas coming together as a class, and when they exchange their ideas about education, it only enhances our program."

Rodriguez's goal to train more bilingual administrators stems from his concern for the increasing drop-out rate among Hispanic students in Texas.

"If you were to count the first graders in Texas schools right now, you'd see over 51 percent of them have Hispanic surnames," he said.

"We are well on our way to becoming a nation within a nation, just like *National Geographic* predicted we [Texas] would back in the mid-'70s," he said, "yet we have the highest drop-out rate in the state because administrators cannot speak the language that the children's parents speak."

Rodriguez believes knowledge of a second language would benefit **every** school child in Texas, **not** just Hispanic children, yet he is frustrated when he sees schools not making this a priority.

Why do businesses react to demographic changes faster than educators do?" he asked. "You see banks and car dealers

> ***"We are well on our way to becoming a nation within a nation, just like* National Geographic *predicted we [Texas] would back in the mid-'70s, yet we have the highest drop-out rate in the state because administrators cannot speak the language that the children's parents speak."***
>
> **Dr. Jose Rodriguez,**
> **Regents professor,**
> **Stephen F. Austin State University**

> **"We are not catering to the people we are serving, and, until we do, the drop-out rate will continue."**
>
> **Dr. Jose Rodriguez**

posting signs that they speak Spanish in order to cater to the needs of their changing demographics to make a profit, yet education is behind. We are not catering to the people we are serving, and, until we do, the drop-out rate will continue."

That is why Rodriguez credits the SFA College of Education with doing the right thing, institutionalizing the Cohort Program, even though federal funding has stopped.

> **Jose and Elvia Rodriguez have written grants and papers in a quest to better the education of the bilingual teacher, together securing more than $2 million in Title VII grants.**

"SFA is providing the administrators needed for the 21st century by allowing us to bring in educators who speak two languages and training them," he points out. "Unless we require the knowledge of a second language for the teachers of the 21st century, we will be continuing to train teachers for the 20th century."

Rodriguez believes, though, that effective communication is not the only key to being a good teacher.

"There's more to teaching than just classroom methodology. You must care for the students—a genuine care—and have high expectations for all the students and constantly want them to do better. And they will. If I have to give a message about teaching, that's the message I hope we pass on."

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"EOE. Minorities are Encouraged to Apply"

continued from page 4

public goals, in the decision-making process, and in the direction of institutions—like schools—that serve democratically determined ends.

Disturbing demographic trends in the resegregation of Hispanic children will be an obstacle toward building the bridge to an inclusive, 21st–century America. Equitable and just institutions of public education are essential parts of the whole bridge that will help integrate Hispanics into mainstream American life, allowing their children to share in the basic promise of equal educational opportunity. Choosing this alternative by halting the resegregation of Hispanics would be the fulfillment of *Brown*.

Choosing to do nothing, and allowing policies that resegregate Hispanics, is to build a bridge back to the 19th century, back to the Supreme Court's 1896 *Plessy* decision, which affirmed the principle of "separate but equal."

As Professor Gary Orfield and Professor Jomills Braddock remind us, we can pretend the problem of resegregation is nonexistent and sleepwalk back to *Plessy*.

Or we can heed this wake-up call by consciously promoting and advocating policies that lead to an integrated public school system. One public school system that serves all children well, including Hispanics—that is a legacy worth preserving and fighting for in and outside of Washington.

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Catch a Rising Star

Community College Serving as Springboard

by Zipora Reitman

Sherry Trujillo-Robnett was raised in San Jose, Calif., to be a wife and mother, nothing more and nothing less. She did marry and have children, but along the way she also assumed a few other roles: businesswoman, college student, campus leader, political activist, and, most recently, college trustee.

"My oldest daughter, Arianna, inspired me to enroll in community college," said Trujillo-Robnett, 29. "Her kindergarten teacher assigned her a project to describe what she wanted to be when she grew up. I helped her consult encyclopedias, magazines, and the Internet, and she decided she'd like to be an astronaut, and a doctor on weekends. But after the project was all done, she announced that she just wanted to be a stay-at-home mom—like me. I realized that I'm her biggest role model, and I promptly enrolled in college."

Trujillo-Robnett encountered some skepticism about her college plans from her husband, Fernando, whose software engineering company she had helped run until she left to concentrate on the couple's three children, Arianna, 7, Fernando, 5, and Gabriella, 3.

But she was not to be deterred, neither by lack of familial enthusiasm nor by the lack of a high school diploma. Despite having dropped out of high school, Trujillo-Robnett qualified to enter the full-time M/TS (Mentored/Talented Students) Honors Program at Rockland Community College, a college of the State University of New York in Suffern, N.Y. She enrolled in the fall of 1995.

Trujillo-Robnett believes there are excellent opportunities for Latinos and Latinas at Rockland, and applauds the efforts of Professors Sam Draper and Libby Bay, the directors of the M/TS Program, to recruit high school students from the ASPIRA program.

She cites other support systems at the school, especially for returning adult students, such as the Campus Fun & Learn Child Development Center. A first-year-student course, Keys to Academic Success, helped her learn about available resources, such as the Counseling Center, where Nilda Aragones, counselor/coordinator of Multi-Cultural Services, offered her tremendous encouragement.

"I started off at the college elated, but then I crashed when I had to deal with the guilt about not being home with the kids," said Trujillo-Robnett. "Nilda Aragones helped with the transition from full-time mom to full-time student."

Trujillo-Robnett was encouraged by the hiring of two senior administrators at Rockland who share her Hispanic heritage, Dr. Maria Vallejo, vice president for student affairs, and Josephine Figueras, dean of enrollment management.

"Twenty years ago, you didn't know anyone doing what you wanted to do," said Trujillo-Robnett. "Cultural similarities are very important. And these women are proof that you can do it."

In addition to handling the demanding schedule of the M/TS Program, where she studies liberal arts and maintains a GPA of 3.78, Trujillo-Robnett emerged as a campus leader. She became president of the campus Latino Club and a student senator.

Trujillo-Robnett brings a unique perspective to her role as a spokesperson for Hispanics on campus. "People think it's ironic that although I'm president of the Latino Club, I don't speak Spanish. I grew up in California, and English was

> ***"Coming back to school gave me my own identity and let my children know that they can be whatever they aspire to be."***
>
> **Sherry Trujillo-Robnett,**
> **student trustee,**
> **Rockland Community College**

> **"Since I hit all the minority niches— parent, returning adult, minority, high school dropout— a lot of students can relate to me, and I can serve as a good representative for all the students."**
>
> **Trujillo-Robnett**

my first language, as it was for my parents. Even though I grew up watching the same cartoons as everyone else, other Americans don't consider me to be a full American. They want to know where I'm *from*, what my ethnicity is. I consider myself a Chicana, not a Mexican-American. My family was American long before immigrants came to these shores!"

Not content to serve as a leader only for Latino/a students, Trujillo-Robnett joined with other campus leaders to form the Power Movement, a group that aims to knock down barriers between students, to help inform all students of opportunities available, and to form networks of expertise between students.

Despite the support she has received at Rockland, Trujillo-Robnett said she has occasionally encountered bias. "The racism is subtle here on campus. I have had faculty members here say to me, 'I'm surprised you did so well.' I'm considered a Latina student, a Hispanic student. If there were more of us achieving high grades, our presence wouldn't be so obvious."

When she was honored for campus leadership during Hispanic Heritage Month at the college, Trujillo-Robnett became aware of role models in the local Latino community, among them community activist Norman Sepulveda.

She cites the Phi Theta Kappa honor society as an organization that offers support and encouragement to its members. As its regional programming secretary, Trujillo-Robnett will spend a week in the state of Washington this summer. "It's a powerful experience to be at their meetings and to see all the positive energy. Dr. Elaine Padilla [the campus liaison] is a powerhouse! She got me interested in campus politics. Getting the regional post encouraged me to run for student trustee."

As a member of the college's board of trustees, elected by the students, Trujillo-Robnett will have opportunities to shape many issues crucial to the future of the college. "Since I hit all the minority niches—parent, returning adult, minority, high school dropout—a lot of students can relate to me, and I can serve as a good representative for all the students," she said. She looks forward to working with the board, especially with board chair Isidro Cancel, himself a leader in the Rockland Hispanic community. She believes that student representation is especially important in this time of transition for the college, which is currently searching for a new president.

> **Despite having dropped out of high school, Trujillo-Robnett qualified to enter the full-time Mentored/Talented Students Honors Program at Rockland Community College.**

Around the same time that she accepted the position on the board of trustees, Trujillo-Robnett became involved in a newly formed town political group, Young Democrats of Ramapo. She also plans to get involved in politics in her village, Wesley Hills. "There are still relatively few women in politics, and the few Hispanics involved are usually male. I believe Hispanics are now where African Americans were thirty years ago. But we're a growing sector; the median age of Hispanics is 23. Large companies have already noticed that we're a huge market with large purchasing power. Now we're beginning to coalesce; it's interesting to see where we take it."

After graduating from RCC, Trujillo-Robnett hopes to enter a "Tier 1" school such as Smith or Vassar and to pursue a career in politics or higher education. As proud as she is of her achievements at school, she finds even more gratifying what she has accomplished at home: her children all talk about their plans to go to college. "I didn't get that support when I was growing up. My parents have changed their attitude, but when I was growing up, family was first, and college was not part of the plan. Coming back to school gave me my own identity, and let my children know that they can be whatever they aspire to be."

Faculty Diversity **Affirmative Action** **Teaching Tips** **Hispanics & Technology**

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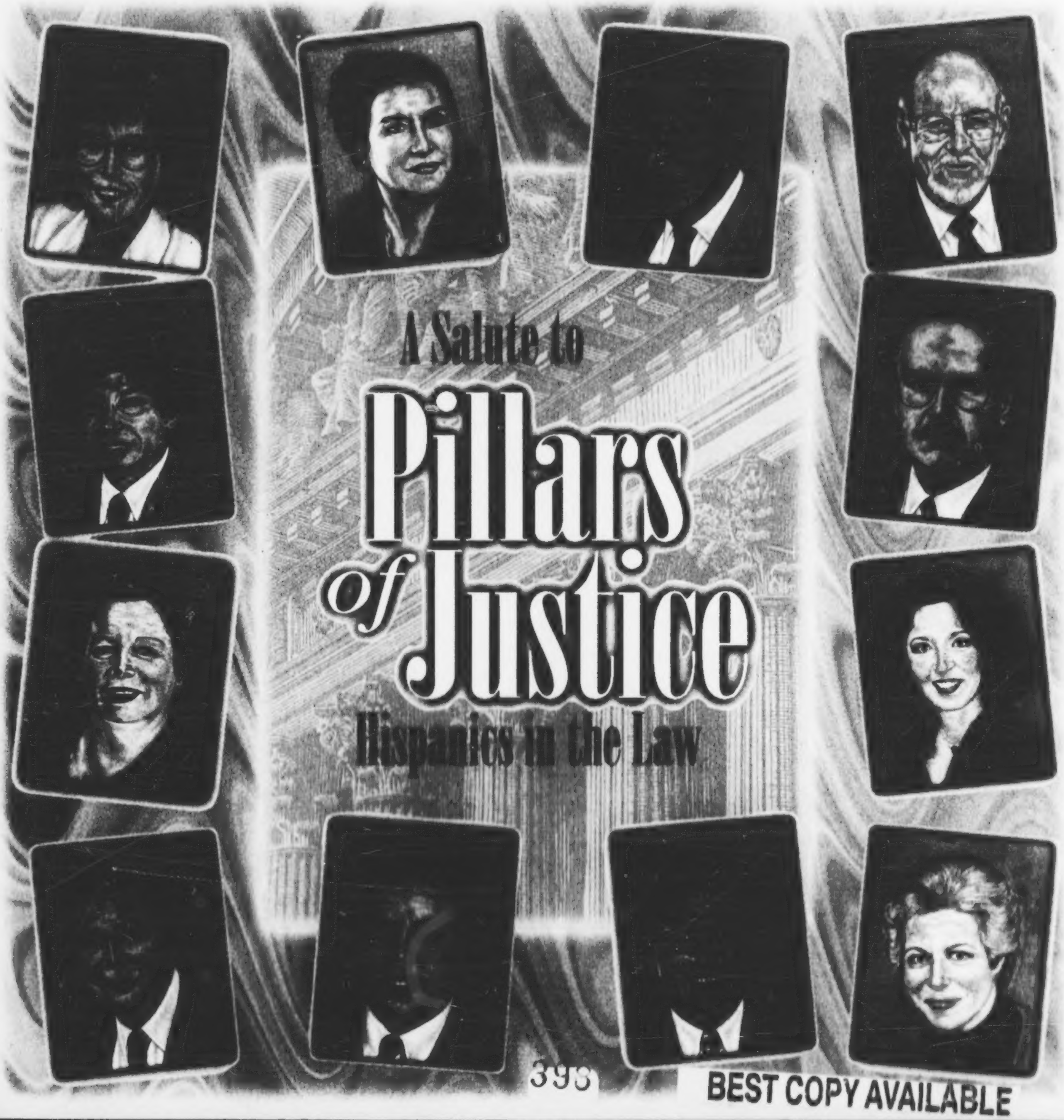
THE HISPANIC Outlook IN HIGHER EDUCATION

PILLARS OF A JUST SOCIETY


A Salute to
Pillars of Justice
Hispanics in the Law

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Cover Art: From original portraits by JUAN MALDONADO
Courtesy of Miller Brewing Company

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A CAPITOL VIEW

Technology and Education

Students Have No Hope Without High Tech

BY GUSTAVO A. MELLANDER

PRESIDENT CLINTON HAS STATED, "WE KNOW, PURELY AND SIMPLY, THAT EVERY SINGLE CHILD MUST HAVE ACCESS TO A COMPUTER, MUST UNDERSTAND IT, MUST HAVE ACCESS TO GOOD SOFTWARE AND GOOD TEACHERS AND TO THE INTERNET, SO THAT EVERY PERSON WILL HAVE THE OPPORTUNITY TO MAKE THE MOST OF HIS OR HER OWN LIFE."

Hispanics, with few exceptions, have received less training in this crucial segment of 21st century educational needs than have the vast majority of other Americans. Recent discussions in Washington might open the door for needed technology education for all. Our particular challenge will be to insure that Hispanic children are not overlooked.

Technological literacy–meaning computer skills and the ability to use computers and other technology to improve learning, productivity, and performance–has become as fundamental to a person's ability to navigate through society as are traditional skills such as reading, writing, and arithmetic.

Yet, for the most part, these new technologies are not to be found in the nation's schools. Students are afforded minimal use of new technologies for learning, typically employing them for only a few minutes a day. Indeed, the hard realities are that only 4 percent of schools have a computer for every five students and that only 9 percent of classrooms are connected to the Internet. In schools with large concentrations of Hispanic students, the numbers are much lower.

To meet its mission, the federal government has launched a massive educational initiative: the technology literacy challenge. It is more than a vision. At its heart are the following concrete goals and assumptions that define the task at hand.

All teachers in the nation will have the training and support they need to help students learn to use computers and to access the information superhighway.

Upgrading teacher training is key to integrating technology into the classroom and to increasing student learning.

All teachers and students will have modern multimedia computers in their classrooms.

Computers become effective instructional tools only if they are readily accessible by students and teachers.

Every classroom will be connected to the information superhighway.

Connections to networks, especially the Internet, multiply the power and usefulness of computers as learning tools by putting the best libraries, museums, and other research and cultural resources at our students' and teachers' fingertips.

Effective software and on-line learning resources will be an integral part of every school's curriculum.

Software and on-line learning resources can increase students' learning opportunities, but they must be high quality, engaging, and directly related to the school's curriculum.

THE COST

Many components add to the cost of getting up-to-date technology and training into classrooms across America. Among the most obvious are hardware and software costs, connections within schools and to the Internet, the initial training and long-term support of teachers, and infrastructure improvements (such as increased electrical capacity).

One estimate puts the cost at $109 billion over 10 years, or an average of $11 billion a year, taking into account both initial investments and ongoing expenditures. Another estimate puts the cost at between $10 billion and $20 billion a year over a five-year period.

The conclusion that leaps from these numbers is that school districts, particularly low-income ones, cannot meet their need. It will take a partnership of the private sector, state and local communities, and the federal government to shoulder the financial burden of meeting these goals.

Additionally, it will take careful planning at the local level to make certain that schools that serve Hispanics have access to up-to-date technology in their classrooms. As it is now, in some districts 30 to 40% of Hispanics who start in the first grade never graduate from high school. Small wonder that so few Hispanics go on to higher education. If Hispanic children are not trained to be technologically proficient, an ever-increasing number will not be able to compete effectively in the 21st century.

THE CHALLENGE

The nation has taken some daunting steps to integrate technology into schools, but what remains to be done looms large. The federal government must assume a leadership role–a role that would provide the momentum to support state and local efforts to meet the technology literacy challenge. This can be achieved through leadership, targeted funding, and support for activities that will catalyze national action.

The White House has proposed making $2 billion available over five years, a fund intended to spur states, local communities, and other involved parties to step forward, produce matching dollars and in-kind contributions, and cooperate with one another in attaining the stated goals. Additionally, in its leadership capacity, the federal government should promote affordable connections and support professional development.

The American political system responds to constituent interest and pressure. It is incumbent upon every caring Hispanic to write to elected officials so that these goals can become realities.

HIGHER EDUCATION AND THE PRIVATE SECTOR

Institutions of higher education, businesses, and other organizations will need to shoulder a large share of the effort to integrate technology into schools. And the push is already on. Collectively, businesses have developed technology specifically for the education market and have donated millions of dollars of resources to schools. Colleges and universities across the country are training teachers in the effective use of technology, and some have established partnerships with local schools. Still, these kinds of efforts will have to be magnified many times over for the vision of technological literacy for all to be realized.

CONCLUSION

As advances in technology race ahead, we must ensure that the nation's Hispanic students become technologically literate. Not to meet this challenge will mean that they will only fall further and further behind. With reading, writing, and arithmetic, technology has become the nation's new "basic" requirement. Our children's future, their future economic health, and the competence of America's future workforce depend on our meeting this challenge.

Corporate Salute to Hispanics in the Law

BY
VANESSA A. SCHWARTZ

HOW DO THOSE WITHOUT WEALTH, POWER, AND A STRONG VOICE IN SOCIETY FIND JUSTICE? WHO TAKES UP THE CAUSE OF THE WEAK AND UNDERREPRESENTED?

In truth, the unempowered do not often get their measure of justice. And when they do, it is likely to be realized through the cooperation and advocacy of committed individuals, few of whom receive public recognition of their good works.

Twelve committed Hispanics are getting well-deserved recognition this year, however, through a salute from Miller Brewing Company. The twelve have been named "Pillars of a Just Society." They are lawyers, judges, and professors selected for their service to the Hispanic community in courtrooms, boardrooms, and classrooms across the country.

Rodolfo J. Cortina, professor of Spanish and Hispanic Literatures at the University of Houston, chaired the Selection Committee that chose the honorees, who are featured on a special 1997 commemorative calendar. Together with Rafael Garcia of the Miller Brewing Company, Cortina enlisted three experts-- Antonia Hernandez, president of the Mexican American Legal Defense and Education Fund; Michael Olivas, Bates Professor of Law at the University of Houston's Law Center; and, Juan Figueroa, president of the Puerto Rican Legal Defense and Education Fund -- in the challenging task of choosing the twelve.

The honorees they selected range from personal injury attorneys to law professors; corporate attorneys to lawyers working to protect the rights of undocumented farm laborers; judges to civil rights advocates. All were selected for their indispensable contributions to the Hispanic community.

Hispanic Outlook is pleased to present a glimpse of the 1997 Pillars of a Just Society honorees.

MARI CARMEN APONTE

Born in Puerto Rico and educated in mainland United States, Aponte received her law degree from Temple University in 1976. After establishing a general practice law firm, she was chosen as a White House Fellow, serving as Special Assistant to the Secretary of Housing and Urban Development. In 1993 she returned to the White House, assisting the Clinton Administration with personnel staffing. Presently Aponte has a solo practice. In addition, she represents the District of Columbia Bar Association on the Judicial Nominations Commission, which has the influential task of recommending to the president of the United States candidates for judgeships within the District of Columbia.

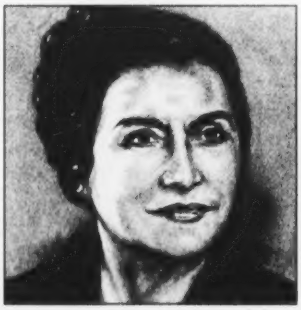
In 1984, Aponte became the first woman to serve as president of the Hispanic National Bar Association. In 1993, the Hispanic Bar Association recognized her achievements with the Hugh Johnson Memorial Award.

THERESA FAY-BUSTILLOS

While at the UCLA Law School, Fay-Bustillos founded the Chicana Law Student Caucus. After her graduation in 1980, she became a trial attorney at the Department of Labor, focusing on federal labor, health, safety, and employment cases. She left the DOL in 1984 to become national director of the employment program for the Mexican American Legal Defense and Action Fund (MALDEF). She left MALDEF to pursue other realms, then returned in 1992 as national director of education and political access programs. Since 1995, she has been vice president of legal programs for MALDEF.

As a trial litigator, Fay-Bustillos has focused on such issues as sex and age discrimination, language rules in the workplace, promotions of minorities in the workplace, and fighting for the rights of undocumented immigrants.

Miller Celebrates 12 "Pillars of a Just Society"



ADELFA BOTELLO CALLEJO

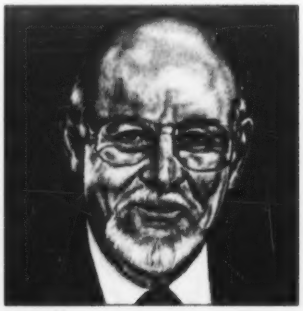
Dr. Adelfa Callejo graduated from Southern Methodist University with a J.D. in 1961. In 1966, she and her husband began the law firm of Callejo & Callejo, which remains a force in Dallas today. Presently a powerful personal injury attorney, Callejo continues to work for the rights of Hispanics, from marching in the streets to serving on community organizations.

A former regional president of the Hispanic National Bar Association, Callejo founded the Mexican American Bar Association of Texas and has served as its president. She is a trustee of the Tomas Rivera Policy Institute, which serves to improve the status of Mexicans and Latinos. Callejo has received much recognition for her contributions: *Hispanic Business Magazine*'s 100 Most Influential Hispanics (1986), Hispanic National Bar Association's Juarez-Lincoln Award for service to the Latino community (1992), and the Mexican American Bar Association's Lifetime Achievement Award of Texas (1995).

THE HONORABLE JOHN CARRO

A native of Puerto Rico, raised in New York City, the Honorable John Carro received his J.D. and LL.B. from Brooklyn Law School. Prior to his 1969 appointment to the judiciary, he served as Assistant to the Mayor of the City of New York (1960-1965), the first Puerto Rican to hold that position. He served as Judge of the Criminal Court of New York until being elected Justice of the Supreme Court of the State of New York for the Bronx for a 14-year term, again, the first Puerto Rican to receive such an honor. He was the first Puerto Rican to be selected as an Associate Justice of the Appellate Division of the Supreme Court, First Department. The Honorable John Carro retired from his twenty-five years on the bench in 1994. Again, he has the distinction of the longest time in judicial service by a Puerto Rican. Upon retirement, he returned to private practice, establishing what is now the largest Latino law firm in New York City, Carro, Velez, Carro & Mitchell.

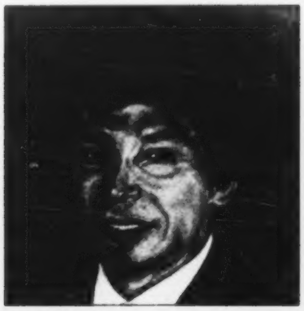
[For HO's discussion with the Honorable John Carro, please see "Pillars of a Just Society – Perspectives" following.]



THE HONORABLE JAMES DEANDA

With a career based firmly in trial litigation and many years service in the judiciary, The Honorable James DeAnda has served the Hispanic community both as an attorney and as a judge. After graduating from the University of Texas with a J.D. in 1950, he began his career as a trial attorney. He was appointed United States District Court Judge for the Southern District of Texas, becoming Chief Judge in 1988. Since his 1992 retirement from the judiciary, he has returned to private practice with Solar & Fernandes in Houston.

Due to his extensive experience with pro bono cases, including civil rights litigation and cases involving children and minorities, DeAnda was instrumental in the formation of nonprofit legal firms for the indigent or minorities. In particular, he played a pivotal role in the formation of both the Texas Rural Legal Aid Corporation and the Mexican American Legal Defense and Education Fund (MALDEF).



RICHARD DELGADO

Dr. Richard Delgado's career in legal scholarship has benefitted the Hispanic community since his days at the University of California at Berkeley, where he served as Notes and Comments editor of the *California Law Review*. Since his graduation in 1974, he has continued his astute legal writing. His publications include hundreds of articles on such issues as racial insults and name calling, racial reform, civil rights, and power and the law. In 1995, a series of articles regarding the problem of race in America, previously published at Yale, Michigan, California and Stanford, was compiled in book form as *The Rodrigo Chronicles: Conversations about America and Race*. In 1996, *The Rodrigo Chronicles* was nominated for a Pulitzer Prize.

Presently, Delgado is the Charles Inglis Thomson Professor of Law at the University of Colorado's School of Law in Boulder, specializing in civil procedure, civil rights, and biotechnology and the law.

[For HO's discussion with Richard Delgado, please see "Pillars of a Just Society – Perspectives" following.]

JIMMY GURULÉ

Professor Jimmy Gurulé has distinguished himself through his service as both a trial litigator and legal educator. From 1985 to 1989, he was Assistant United States Attorney in Los Angeles, Calif., serving as Deputy Chief of the Major Narcotics Section. In 1990, he was appointed by the President as Assistant Attorney General and unanimously confirmed by the United States Senate. Presently he is a professor at Notre Dame Law School teaching criminal law, criminal procedure, and criminal trial advocacy.

Among Gurulé's numerous awards are The Edmund J. Randolph Award for service to the United States Department of Justice (1991) and the Hispanic National Bar Association President's Award for Outstanding Leadership in the Hispanic American Community and Legal Profession (1993).

OLGA LYDIA MOYA

Dr. Moya received her J.D. from the University of Texas at Austin in 1984. From 1985 to 1990 she served as an attorney/farmworker policy analyst for the Texas Department of Agriculture. In 1990 she joined the United States Environmental Protection Agency Regional Counsel in Dallas, Texas, as Assistant Regional Counsel.

In 1992, Moya joined the faculty of the South Texas College of Law in Houston and in 1995 earned the title of Associate Professor of Law. In her capacity as an educator, Moya has served as faculty advisor for the Environmental Law Society and Hispanic Law Student Association. In 1995 she was named Law Professor of the Year by the Hispanic National Bar Association.

MARIO G. OBLEDO

After service in the Korean War, Dr. Obledo attended St. Mary's University School of Law in San Antonio, graduating in 1960. In 1965 he was appointed Assistant Attorney General of the State of Texas. Co-founding the Mexican American Legal Defense and Education Fund in 1968, he served as President and General Counsel of that organization until 1974. From 1975 to 1982, he held the position of Secretary of Health and Welfare for the State of California.

Now a consultant in public interest law, Obledo has also served as National President of the League of United Latin American Citizens, as Chair of the National Rainbow Coalition, Inc., and as co-founder and president of the National Hispanic Bar Association.

CARLOS G. ORTIZ

After several years of private practice, Dr. Ortiz in 1989 joined GOYA Foods, Inc., the largest Hispanic-owned business in the United States. In addition to his present position as General Counsel for GOYA, Ortiz is very active in the Hispanic National Bar association, which named him president in 1992. He continues to lead the Association effectively and aggressively.

In particular, Ortiz has chosen to focus on the need for more Hispanic American federal judges and, specifically, the need for a Hispanic American Justice on the United States Supreme Court.

Presently, Ortiz serves as The Hispanic National Bar Association's Liaison to the White House and Judiciary Committee Chairman.

Two Perspectives on Hispanics and the U.S. System of Justice

BY VANESSA A. SCHWARTZ

HO *Speaks with Delgado and Carro*

TWO OF THOSE HONORED AS 1997 PILLARS OF A JUST SOCIETY, THE HONORABLE JOHN CARRO AND DR. RICHARD DELGADO, SHARED WITH *HO* THEIR VIEWS ON THE JUSTICE SYSTEM AND THE ROLE OF HISPANICS IN THAT SYSTEM.

R. SAMUEL PAZ

Dr. R. Samuel Paz received his J.D from the University of Southern California Law Center in 1974. Since his graduation, Paz has been engaged in private practice, specializing in civil litigation. Paz's impressive trial record includes many civil rights cases, specifically those involving injury or death due to police misconduct.

Paz has served as President of the American Civil Liberties Union, on the Board of the Police Misconduct Lawyer Referral Service/Police Watch, and on the Hispanic Advisory Committee to the Los Angeles Police Commission.

As a result of his community service, Dr. Paz's awards are many, among them, a Public Service Award from the U.S. Department of Justice (1982), the Legal Services Award by the Mexican American Legal Defense and Education Fund (1991), and the Civil Rights Advocate of the Year award by the NAACP Legal Defense and Educational Fund (1995). In 1994, Dr. Paz was nominated for Federal District Court Judge by President William Clinton. The nomination was later withdrawn, after the Congressional election and subsequent change of majority party.

CLAUDIA E. SMITH

Dr. Smith left her home in Guatemala in the mid-1960s to pursue an academic career in the United States. While preparing for her doctorate, her experience as a VISTA volunteer caused her to change focus. She began pursuing a career as a legal advocate for migrant workers and farm laborers. She obtained her J.D. from the University of San Diego in 1974.

After graduation, she joined California Rural Legal Assistance, where she remained until 1977. After a brief time as a staff attorney and later directing attorney of the Legal Aid Foundation of Los Angeles, she returned to California Rural Legal Assistance in 1980, and remains there at present. Since 1985, she has held the position of Regional Counsel, working towards her goal of non-discriminatory and humane treatment of undocumented workers.

> *"Our representation and participation in traditional circles of legal power – judges, law professors, partners in major law firms – is much lower than it ought to be. It's not healthy for us as a community, and it's not good for the country either."*
>
> RICHARD DELGADO

HO: IS THERE ANYTHING YOU WOULD LIKE TO CHANGE ABOUT THE WAY LAWYERS ARE TRAINED IN THIS COUNTRY?

Dr. Richard Delgado: I would like to see the *Hopwood* decision reversed by the United States Supreme Court, or otherwise disappear from the face of the earth. That decision, as your readers undoubtedly know, is going to make it extremely difficult to educate poor people, poor students and ones of color. That needs to be changed, and all communities of color and progressive people need to make the continuation of affirmative action and diversity in higher education a main order of business.

The Honorable John Carro: I don't know if all law schools have clinical programs, but these programs are valuable for students when they go out to practice the law. I know that some schools have programs with respect to immigration laws and the rights of people, and I think that these are very important programs. I think they add a great deal to a lawyer who graduates and does not really know the distinction between going to school and the actual practice of law.

And also I do believe, being a minority and Hispanic, that there is too much emphasis on the corporate world and the corporate law and not enough emphasis on public service and public interest. I would like to see more of that.

HO: WHAT CHANGES WOULD YOU LIKE TO SEE IN THE AMERICAN JUSTICE SYSTEM?

Dr. Richard Delgado: In civil justice, I would like to see resistance, effective resistance, to the current conservative attack on the independence of the judiciary, to the conservative campaign to make it difficult to secure redress for consumer wrongs and medical malpractice. I would like to see resistance to caps on damages that plaintiffs can recover when they have been injured wrongfully at the hands of another.

On the criminal side, society absolutely must do something to reduce the high execution rate and incarceration rate on the part, particularly, of men of color. We need to examine the role of conscious or unconscious discrimination in police stops and frisks and charging and in every stage of the criminal justice system.

The Honorable John Carro: Justice is still a very elusive thing to pursue. It seems to me that in the criminal area, it sometimes takes too long. And I'm a little concerned that more and more laws are being enacted, for example, the Three Strikes Law. Under this law, a person with two prior felonies who gets caught with a third (even if it is stealing a slice of pizza) faces a severe penalty. I've heard of a person stealing a bicycle and getting 25 years to life.

It costs us maybe $30-40,000, depending on the state, to put a person in prison. This to me seems to be going back in time rather than forward. I know that in New York and California, the biggest growth industry is the building of prisons. We are getting more and more repressive in the way we deal with these things. We just want to throw people in, lock them up, and throw away the key. I think there has to be a balance between rehabilitation and punishment. And I think that ours is going much more towards punishment.

The fact is that we have more people in prison in this country than any other country in the world. In New York State we have over 70,000 inmates in prison. This is presenting a problem because many of them are there for drug-related offenses and a mandatory second felony sentence, which takes away the leeway from the judges in terms of dealing with each case as an individual. This is what has happened in the justice system.

In the civil system, we still have an anomaly. For example, in landlord-tenant cases, over 125,000 people appear before the courts and they are not represented by counsel. And many times they end up losing their apartments and being left homeless. I just think that in this day and age, the right to shelter is as fundamental as the right to food and everything else – you know, [such as] liberty.

"I would like to see the* Hopwood *decision reversed by the United States Supreme Court, or otherwise disappear from the face of the earth. That decision, as your readers undoubtedly know, is going to make it extremely difficult to educate poor people, poor students and ones of color."

RICHARD DELGADO

"The State of New York has over 80,000 lawyers, but in the last five years, there are fewer Hispanics and African Americans going into law schools and coming out to practice…Good government is representative government, and we need to be represented in all areas."

THE HONORABLE JOHN CARRO

HO: WHAT ARE SOME OF THE OBSTACLES FACING HISPANICS IN THE LEGAL/JUSTICE SYSTEM?

Dr. Richard Delgado: For a demographically large group, now almost the size of the African American population, we have remarkably little representation in the judicial system and the justice system generally. Latino law professors are a relatively small number–approximately 100-120. We are not greater than 3-4 percent of the legal professors, which means, of course, that our perspectives and unique insights are generally not introduced into the typical legal classroom.

The number of Mexican American federal judges is on the order of about 35 in the entire country. I imagine that all Latino federal judges do not add up to more than 60 or 70. And, of course, no Latino judge sits on the United States Supreme Court or ever has.

To be sure, our representation and participation in traditional circles of legal power – judges, law professors, partners in major law firms – is much lower than it ought to be. It's not healthy for us as a community, and it's not good for the country either.

The Honorable John Carro: I just retired from the bench two years ago, and I am on the Character and Fitness Committee for the Appellate Division, First Department, which handles Manhattan and the Bronx. The State of New York has over 80,000 lawyers, but in the last five years, there are fewer Hispanics and African Americans going into law schools and coming out to practice. I see a tremendous increase in Asian Americans, which I think is fine for them, but I am concerned that we [Hispanics] are not represented. I think part of it has to do with the tuition, which is going so high, and the cutbacks on giving grants and lending loans, and accepting people, and doing away with affirmative action. We, who are the second largest minority in the United States, who by the year 2010 are expected to exceed the number of African Americans, are being left without enough representation of our own.

Incidentally, I do think that we need to increase representation in the judiciary. We don't have enough judges in this state and in the federal system, all up and down the system. Good government is representative government, and we need to be represented in all areas.

HO

More Tips on Warming up the Classroom

Building Student-to-Student and Student-Faculty Rapport

BY
ANGELA PROVITERA MCGLYNN

Angela Provitera McGlynn is a professor of psychology at Mercer County Community College in Trenton, NJ. She is the author of *Celebrating Diversity: Enhancing Harmony on Campus* (1990), *Teaching Tips: Improving College Instruction* (1992), and *Classroom Atmosphere in College: Improving the Teaching/Learning Environment* (1996). These three manuscripts are available through Mercer County Community College.

> ***"The question for faculty now becomes, 'How can I influence the dynamics of this group so that more students feel welcome and feel confident enough to stay engaged and to participate?'"***
>
> ANGELA PROVITERA MCGLYNN, PROFESSOR, MERCER COUNTY COMMUNITY COLLEGE

In a previous *HO* article (7/25/97), I referred to the "chilly climate" research of Roberta Hall and Bernie Sandler. In 1982, these researchers wrote a report in which they coined the term "chilly climate" to reflect the differential treatment of females and males in college classrooms. Following this research, Myra and David Sadker published *Failing at Fairness: How America's Schools Cheat Girls* (Scribners, 1994), in which they described disturbing examples of gender bias in today's classrooms, from preschool through graduate education.

More recent analyses of the chilly classroom climate research show that the differential treatment of girls and women in the classroom applies also to other "outsider" student groups. The "outsider" category refers to students of color, students with disabilities, older students, gay students, working-class students, and students who speak with a regional or foreign accent.

Students who fall into these categories have reported in surveys that there are specific faculty behaviors that communicate uneasiness with them and/or differential expectations of them. Some of these negative behaviors include:

•ignoring certain "outsider" students by avoiding eye contact, by not acknowledging comments, or by not calling on them directly;

•using a tone of voice or facial expression that expresses disbelief or surprise when the student responds correctly or achieves an academic accomplishment;

•interrupting students more when they do respond and not helping them to probe further with their responses;

•offering little guidance or constructive criticism of the work "outsider" students produce;

•ignoring the cultural contributions of groups of people, and using examples that reinforce stereotypes and prejudices.

These negative behaviors often have negative consequences. They might discourage students from seeking help outside of class, lead students to drop or avoid certain classes and/or certain majors, lower students' self-confidence and levels of aspiration, and inhibit the development of faculty-student rapport that can aid the learning process.

One of the clearest findings from the classroom climate research is that students who experience a chilly classroom environment tend to participate less in classroom discussions. Many educational researchers agree that class participation enhances student learning. The question for faculty committed to creating an hospitable atmosphere that is inclusive is: How can I influence the dynamics of this group (class) so that more students are engaged and participate?

It is important to recognize that there might be students who are reluctant to participate in our class due to their prior experience of the chilly climate. There might be others who are reticent to speak in class because they are shy, because they lack self-confidence, or because they might bring cultural messages with them that discourage classroom participation.

In an article entitled "Classes Are Groups: Thinking Sociologically about Teaching" in *College Teaching*, 45 (1), 1997, Polly Fassinger reported her discovery that the strongest relationship to whether or not students spoke in class was their confidence level. Of course the chilly classroom is an atmosphere that would undermine students' self-confidence. Given this new dimension, the question for faculty now becomes, "How can I influence the dynamics of this group so that more students feel welcome and feel confident enough to stay engaged and to participate?"

Fassinger suggests that faculty need to create exercises and activities designed to enhance student confidence. Fassinger's research, along with that of many others, suggests that students' anxieties about speaking in class diminish when their classmates are no longer strangers. There are many ways faculty can encourage student-to-student communications, and students can play a key role in creating the kind of emotional climate needed to facilitate classroom participation. The suggestions offered below fall into two categories. The first set of strategies for promoting a healthy emotional classroom climate involve ideas to promote student-student interaction. The second set of suggestions are designed to build teacher-student rapport. In both sets of suggestions, the underlying goal is that students will feel supported, appreciated, and seen and heard in the classroom; this undoubtedly boosts their confidence level to speak in class.

PROMOTING STUDENT-TO-STUDENT INTERACTION

•Probably the most important class in terms of setting an emotional tone is the very first. In this first session and the several that follow, students should meet other people in the class in a non-threatening way. You might be able to work in an exercise that involves your course material in some way.

In that very first class, it is important to get students to meet each other. These first-class activities in which students interact are critical in establishing a warm class atmosphere. Many of us need to let go of our own need to make that first class full to brimming with our introduction to the course content and mechanics. The research shows that student perseverance and success in college are more dependent on the relationships they establish in class than on what we have to tell them about our course.

First-day-class exercises that get students interacting include:

The **family name exercise** in which students share any information about their names, such as how they were named, who they were named after and if they identify with that person, how they feel about their names, whether they have a nickname, or any other interesting information related to their names. This is a way for students to connect and helps everyone, including the instructor, to remember names.

Student disclosure exercises could include many variations. Students might conduct interviews in pairs so that they get to know each other. They could then introduce their partners to the class. Introducing one's partner is usually less threatening than introducing oneself. The introductions before the larger group serve as a tool to get students acquainted and, once again, help everyone learn names.

Another idea involves having students fill out index cards with information about themselves that they wouldn't mind sharing. Students might walk around with their cards (as a gimmick or crutch) and introduce themselves. Or instructors might collect the cards, read what a student has shared, and then ask the student to introduce himself or herself.

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•Try some strategies that facilitate the formation of student study groups.

•Seating arrangements are important for creating an atmosphere that is conducive to students' active participation in class. Where appropriate and possible, put students into circles. Face-to-face seating seems to generate more student interaction than when students sit in rows facing the back of someone's head. In fact, social psychological research has shown that morale is highest in any group in which participants are engaged in face-to-face discussion.

•If you notice that the class has arranged itself in a way that is gender or race segregated, try a random type rearrangement without calling attention to the fact that the original arrangement was segregated. Again, social psychological research supports this with findings that proximity and contact among diverse people of equal status, particularly if they need to work on a common task, promotes harmonious relationships and reduces prejudice.

PROMOTING TEACHER-STUDENT RAPPORT

•When you walk into class the first day and every day, greet the class either as a whole or greet students individually. This can be as simple a gesture as smiling and saying, "Hi!" People are generally reinforced when they are greeted warmly. Greeting your students is a simple task, and yet it goes very far in establishing rapport.

•Where possible, use students' names in class in ways that boost their self-esteem. One technique that works well is to quote a student's comment made earlier in class if it is appropriate to a point you are making. To establish an inclusive, warm atmosphere, be sure to quote women, students of color, and other so-called "outsider" students as often as you quote the comments of the white males in your class since this is one of the clearest inadvertent differential treatment practices found in the chilly climate research.

•Praise students for their questions, comments, answers to questions in class, test grades, papers and projects they submit. At the end of a good class discussion or when an entire class has done well on a test or a project, praise the class as a whole.

•Since frequency of faculty-student contact inside and outside of class seems to promote student motivation, perseverance, and success, talk to students before and after class. In the very beginning of the semester, give students your office number and office hours, your phone extension, your voice-mail instructions, and your e-mail address. Invite students to your office, establish individual conferences with them, and encourage them to stop by your office to pick up their work.

•Show students that you respect them as persons and as learners. Students report that they value teachers who seem to care about them as people, and who show an interest in their learning. In many surveys, students report that they want their instructors to talk to them in language and at a level that is understandable to them. Students say it helps them to feel relaxed in class when their instructors step out of "role" and share personal experiences with them. This works best pedagogically, of course, when instructors can use personal experiences to demonstrate the course content.

•Cultivate a sense of humor. Find ways to introduce humor into your presentations.

•Develop a multicultural perspective by broadening your understanding of your discipline and by sensitizing yourself to multicultural issues. Broaden your feminist and multicultural knowledge base so that you will be able to introduce into your courses more information and contributions of people from diverse backgrounds and cultures. Avoid the offensive technique of calling on a "minority" student to discuss or represent his or her people in some way. Avoid exclusive language such as the use of the generic "he"; avoid statements that make assumptions that are sexist or heterosexist.

In short, what all of their survey responses seem to indicate is that students feel that the classroom environment is hospitable and relaxed when there is less formality and when instructors seem like real people to them. Further, they say they want to feel connected to their instructors and classmates, and they want to feel that their instructors care about them as people and as students.

Affirmative Action

An Anachronism in Higher Education?

BY

JOSE J. SOTO, J.D.

The author of this commentary is Vice President for Affirmative Action, Equity, and Diversity at Southeast Community College, Lincoln, Nebraska.

OF LATE, MANY INDIVIDUALS AT INSTITUTIONS OF HIGHER EDUCATION ARE ASKING THE QUESTION, "IS AFFIRMATIVE ACTION AN ANACHRONISM AT UNIVERSITIES AND COLLEGES? MY ANSWER IS AN UNEQUIVOCAL AND EMPHATIC "NO!"

Our society continues to need affirmative action in employment and public contracting, and in the academy. And of these three arenas, the fields of higher education are the most barren and in desperate need of leadership and tending from affirmative action professionals.

HAVE THINGS REALLY CHANGED?

Many individuals in this country believe and ardently argue that people of color have made great progress socially and economically. Because they perceive that progress has been made, they conclude that efforts such as affirmative action are outdated, unfair, and unnecessary. The fact is that racism, discrimination, exclusion, and economic marginalization based on skin color continue to impede the progress of, and are a part of the current reality for, too many people of color in this country.

Yes, higher education has made some progress. It has moved away from the old *attitudes* of exclusion. What it has not done is move far enough away from the *institutionalized behaviors* of exclusion. Even now–thirty-three years after passage of the Civil Rights Act of 1964–students of color continue to suffer from the neglect, disinterest, misguidance, and passive hostilities of educators and educational systems that just don't understand, don't care about, or don't see the too often negative consequences of being a person of color in this country.

Skin color is no longer *as much* of a barrier to higher education as it once was. But skin color–and race, gender, sexual orientation, physical ability, national origin, and economic status–continues to be a very real barrier to higher education, employment, and full participation in this "democracy." Proof of this reality lies within the walls of most public and private enterprises (including institutions of higher education) in this country, where people of color are underrepresented, represented in merely a token fashion, or simply not represented at all.

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HOPWOOD SHOULD NOT DETER US FROM TAKING AFFIRMATIVE ACTION.

The reality that racism continues to operate and limit opportunities for people of color in this country belies the rhetoric that we have made "sufficient progress" to warrant dismantling affirmative action. To the contrary, we should be looking toward expanding our efforts to open doors and to level the playing fields for people of color.

To this end, despite the recent U. S. Court of Appeals 5th Circuit decision (*Hopwood vs. University of Texas, 1996*), **the use of race as one of many appropriate criteria to consider in making admissions decisions in higher education is permitted** (*Bakke vs. University of California-David, U.S. Supreme Court, 1978*). And until the U.S. Supreme Court says something different, the governance and administrative leadership at institutions of higher education–outside of Texas, Mississippi, and Louisiana–should continue to actively support and aggressively promote affirma-

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tive action as a tool to give form and substance to our national credo of equal opportunity.

IF NOT AFFIRMATIVE ACTION, WHAT?

Most critics of affirmative action do not see the need for, and thus do not offer, reasonable alternatives to affirmative action. Nor do they take any personal responsibility for finding reasonable solutions to problems that undergird the need for affirmative action. The majority of affirmative action's critics refuse to take any direct and meaningful action to eliminate the racism that continues to negatively impact on a daily basis the lives of people of color.

Those who most vehemently denounce affirmative action are typically the ones who have the power and authority to do something to make affirmative action unnecessary–such as implementing alternatives that will ensure that people of color who are qualified are not always at a disadvantage... such as finding solutions to the oppressive social conditions that have plagued people of color in this hemisphere since 1492, or such as eliminating racism and its effects in their own sphere of influence and authority. Their attacks on affirmative action and their refusal to act affirmatively do nothing to remedy the situation and the conditions that continue to make affirmative action necessary.

AFFIRMATIVE ACTION, NEEDED NOW MORE THAN EVER.

No...affirmative action is not anachronistic, dead, or useless. It is timely, alive, and very much needed. And it is naive to think that academe–or any other social, governmental, or economic enterprise, for that matter–is at a point where unguided and random decision-making processes will naturally create anything other than more of what we already have: a dominant culture controlling and reaping the benefits and privileges of power, while qualified and deserving people of color (and others similarly disenfranchised, e.g., gays/lesbians, women, immigrants, the poor) continue to struggle for inclusion, equal opportunity, and acknowledgement that they too are worthy partners in American society.

A BOTTOM LINE...

Eliminating individual and institutionalized racism in this country will go far toward eliminating the need for affirmative action programs. Eliminating affirmative action programs, however, will do nothing to eliminate the racism that justifies the continued existence of these programs. Sometimes, the simplest truths are the most powerful.

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Faculty of Color Still Low in Numbers and Ranking

But Latino/as Report High Job Satisfaction

Selected Findings

The survey questionnaire included seven racial/ethnic group categories: White/Caucasian; African American/Black; American Indian; Asian American/Asian; Mexican American/Chicano; Puerto Rican American; other Latino.

Latinas have increased their representation among Latino/a faculty from 38 to 43 percent.

Among Puerto Rican faculty, women are represented in higher proportions (47%) than among the other Latino/a groups, including Chicanos.

While the mothers of faculty have less education than the fathers do, the mothers of women faculty are more highly educated than the mothers of male academics.

The percentage of Asian American women holding doctoral degrees equals or exceeds that of Latino, African American, and American Indian men.

Less than half of Mexican American faculty (47 percent) hold degrees beyond the master's, compared to two-thirds of Puerto Rican faculty and three-fourths of "other Latinos."

Latinas have the lowest representation at the rank of professor; only 9 percent.

A NEW UCLA STUDY SHOWS THAT HIGHER EDUCATION IN THE UNITED STATES FALLS SHORT IN ITS FACULTY DIVERSIFICATION EFFORTS. The study's authors found that while faculty of color are more likely than are their white colleagues to meet public expectations for college instruction, their numbers still are very small and, on average, their positions fall in the lowest ranks of academia.

"It is disheartening that higher education has not done a better job in recruiting and sustaining a more diverse group of people for its faculty ranks," said education Professor Helen Astin, lead author of the study, "especially when faculty of color have shown greater commitment to what the public says it wants from its colleges – more attention to undergraduate education and greater service to the community."

The study is the first nationwide look at the status of ethnic-minority college and university faculty. Astin and three associates, Anthony Lising Antonio, Christine M. Cress, and Alexander W. Astin, used data from a 1995-'96 survey conducted by the Higher Education Research Institute at UCLA's Graduate School of Education & Information Studies. Of the 33,986 faculty respondents at 384 two- and four-year institutions, only 8.7 percent were from underrepresented racial/ethnic populations.

The study showed that faculty of color tend to be younger and more often occupy the lower-ranking, non-tenured academic positions. This is demonstrated most clearly when comparing white and Latino/a faculty. About 17 percent of all white faculty hold ranks lower than assistant professor, while about 32 percent of all Latino/a faculty occupy the lowest academic ranks.

These differences are consistent with the distribution of faculty across institutions. Faculty of color, with the exception of Asian Americans, are far more likely than are white faculty to work at two-year colleges, where nearly 40 percent of faculty hold non-tenure-track positions.

> ***"...Faculty of color have shown greater commitment to what the public says it wants from its colleges–more attention to undergraduate education and greater service to the community."***
>
> HELEN ASTIN,
> PROFESSOR, UCLA

And yet, Astin's study showed that faculty of color are more likely than are their white colleagues to prepare students for responsible citizenship, and are more likely to develop students' moral character and instill in them a commitment to social change and community service.

UCLA STUDY SHOWS COLLEGE FACULTY OF COLOR STILL SMALL

"It appears that faculty of color are consistently more likely than are white faculty to be motivated in their careers by the opportunity to influence social values and social change," said co-author Cress, an education graduate student and research analyst. "These values are manifested in the faculty's commitment to community service and in their goals for undergraduates."

In addition, faculty of color are more likely to promote racial understanding than are their white colleagues. While more than half of white faculty agree that helping to promote racial understanding is an essential or very important life goal, a full 77 percent of faculty of color report this to be true, making it the second most important life goal to faculty of color, after developing a meaningful philosophy of life.

Faculty of color report more job-related stress than do their white colleagues. "Compared to white faculty," said co-author

"There are many forms of subtle discrimination, from having others see you as an affirmative action case, thereby leaving your qualifications open to question, to not having your scholarly work considered good enough because of the topics you choose or where it is published."

HELEN ASTIN, PROFESSOR, UCLA

Antonio, graduate student and research analyst, "faculty of color report higher levels of stress related to review, promotion and the tenure process; research and publishing demands; and, most significantly, subtle discrimination."

The study reports that faculty of color are more than twice as likely as are white faculty (49 percent vs. 21 percent) to identify subtle discrimination as a source of stress.

"There are many forms of subtle discrimination, from having others see you as an affirmative action case, thereby leaving your qualifications open to question, to not having your scholarly work considered good enough because of the topics you choose or where it is published," Astin explained.

And faculty of color say they are less satisfied with nearly every aspect of their jobs than do their white colleagues, especially in the areas of autonomy and independence, job security, and the opportunity to develop new ideas. The study found that American Indians report the lowest overall level of job satisfaction, followed by Asian Americans and African Americans. Latino/a and white faculty report the highest levels of job satisfaction, with 75 percent and 77 percent respectively saying that they're satisfied overall.

Across all ranks, Asian American faculty tend to report the highest salaries. "This is consistent with the disproportionate concentration of Asian Americans in the sciences and in universities, where salaries tend to run higher," the study said. Asian Americans also are more likely to hold Ph.D. degrees than are other ethnic groups.

The study found that American Indian faculty salaries are consistently among the lowest. These faculty members are heavily concentrated in two-year colleges and are the group least likely to hold Ph.Ds.

African American faculty are heavily concentrated in education and the social sciences and include a higher proportion of women than does any other group. They are the most likely to say that they have been victims of subtle discrimination and to assign a high priority to personal goals of promoting racial understanding.

Latino/a faculty tend to be disproportionately concentrated in two-year colleges and in the lower academic ranks. Along with African American faculty, they are more likely than are other groups to say they chose an academic career because it gives them an opportunity to effect social change.

A major problem facing higher education, said Astin, is that too few people of color are earning a doctoral degree, a job qualification required by the more elite universities. It's incumbent upon higher education, she said, to encourage young people of color to pursue academic careers and to support them in that endeavor.

Astin's study showed that faculty of color are more likely than are their white colleagues to prepare students for responsible citizenship, and are more likely to develop students' moral character and instill in them a commitment to social change and community service.

United...in Marriage, in Business, and Now in Med School

BY YVONNE MANZO

FORMER SOUTHWESTERN COLLEGE STUDENTS JOEL AND EUNICE MATA ARE NOT YOUR AVERAGE COUPLE. Although the married couple work, maintain a household, and raise their 3-year-old daughter, the Matas also own a business and will be attending Stanford University Medical School this fall.

Joel, a San Diego native and a 1986 graduate of Chula Vista High School, attended Southwestern as a part-time student from 1986 through 1991.

"I was an accounting major, and at some point studied real estate, but then I switched to psychology. I initially felt that I was misguided. I always had an interest in psychology, but I didn't think that I could make a career out of it," said Joel.

Eunice, on the other hand, was born in Tijuana and had already worked in accounting for 10 years before attending Southwestern. She took a six-year break after graduating from Castle Park High School before deciding to attend college. From the beginning, she had decided to study for a career in psychology. It was during the time that Eunice was contemplating going back to school that she met Joel.

"We met through a mutual friend. I was thinking about going to school, and when I met him, he was going to school already, so that gave me the extra push to go," said Eunice. The first class the lovestruck students took at Southwestern was Psychology 101.

Southwestern College Alums Head to Stanford Medical School

After completing their preparatory work at Southwestern, they transferred to San Diego State University. Eunice graduated in May from SDSU with a bachelor's in psychology and an emphasis in biology. Joel, however, graduated last year from SDSU and postponed applying to medical school in order to apply with Eunice.

Joel and Eunice applied to many schools, including University of California at Los Angeles and University of Wisconsin, but chose Stanford University in Palo Alto for various reasons. According to Joel, Stanford was the choice because it accepted both of them, has a top medical school, is in California, and is a very competitive school.

"I heard from a friend that out of 9,000 applicants, Stanford only accepts around 84 students a year...married couples who attend medical school are few and far between," he said.

In addition to being college students and parents, the Matas own and operate a janitorial business and maintain jobs at SDSU and the University of California at San Diego. Eunice works as a lab tech at SDSU, doing psycholinguistic research with children with brain damage and language difficulties. Joel conducts nerve conduction velocity tests at UCSD's Neuro-Muscular Diabetic Center, as an electro-physiologist.

Joel and Eunice have contributed much of their time to organizations and school associations. Joel was president of the Pre-Med Society of SDSU, has participated in the SHARE program, was a member of Puente. In addition, he and Eunice are board members of the Flying Samaritans, a program that offers free medical service to Tijuana.

While at Stanford, the Matas will support themselves through grants, scholarships, and loans. Stanford does not allow its medical students to work, said Eunice. This allows the students maximum time for their studies and will give the Matas extra time to spend with their daughter, Victoria Ashley.

"Stanford sets up the housing and financial aid. Half our school is paid through financial aid and the other half through loans," said Joel.

Plans for the future include coming back home and practicing for an HMO or a clinic, said Eunice. But, according to Joel, he would also like to work on modeling himself after his father. Joel would like to parallel his relationship to his wife and daughter to the relationship he had while growing up.

"My dad is my role model. He provided a model of how I want to live my life as an adult through his work ethic and the way he raised us," he said.